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An Active Learning Approach to Attitudes,
Ideas and Life Skills for 11- to 13-Year-Olds

The PAL Smoking Prevention Program



A Peer-Assisted Learning Resource

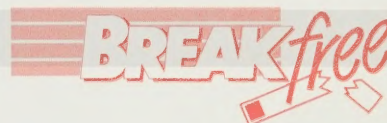
Canada

The PAL Smoking Prevention Program is part of *Break Free*, the youth theme of Canada's National Program to Reduce Smoking. The purpose of *Break Free* is to increase the number of young people who reach adulthood free from the smoking habit — to create a generation of non-smoking Canadians.

Break Free is a long-term, comprehensive program that presents consistent messages designed to help children and youth develop positive attitudes toward remaining smoke-free. Your students are now at an age when many of them will make lasting decisions about whether or not to smoke. PAL can help by providing them with the knowledge and skills to deal effectively with social pressure to smoke.

The National Program to Reduce Smoking is multi-faceted. Its message will reach young people and adults through mass media, schools, community groups, health-care settings, retailers and others.

One of the strengths of The National Program is its collaborative approach. Provincial and federal governments, voluntary health organizations, professional associations, and community groups are all working together to develop and implement effective programs. As a role-model for young children, you can have a powerful influence on their attitudes toward smoking. With your active support and participation, success, over time, is possible. Thank you for using PAL in your classroom.



<https://archive.org/details/31761115568412>

Cat. No. H39-101/1-1986E

ISBN 0-662-15089-9

An Active Learning Approach to Attitudes,
Ideas and Life Skills for 11- to 13-Year-Olds

The PAL Smoking Prevention Program

Program Introduction and Methodology
Lesson Plans and Background Notes

PAL  A Peer-Assisted Learning Resource

Many people have contributed to the development of this revised PAL Program. We wish to acknowledge the following in particular: J. Allan Best, Shelagh Towson, Kathy Ryan, and Philip White from the *Waterloo Smoking Prevention Program*; Roger Sparks from *Project Non-Smoker*; and Cheryl Perry and David Murray from the *Minnesota Heart-Health Program* — all of whom generously shared with us their knowledge of the smoking prevention field — and Bob Zacour of the Ottawa Board of Education, who gave so freely of his time reviewing drafts and focus-testing elements of PAL.

Also, we wish to thank representatives from the provincial and territorial departments of education and of health, the alcohol and drug abuse commissions, and the voluntary and professional health and education organizations who reviewed drafts and provided invaluable input; the Canadian Home and School and Parent-Teacher Federation and affiliates for their long-term support and collaboration; and the departments of health for their encouragement and commitment to helping implement the program as part of *Break Free*.

Special thanks go to all of the students and teachers who used PAL in field tests and who provided feedback to help refine the resource; and the principals and school board administrators who made the field tests possible.

Other individuals whose ideas and experiences have contributed to this revision include: Sharon MacIntosh of the Atlantic Health Unit, Nova Scotia; and Heidi Leipold, Paul Melia, Gordon Mutter, Reg Warren, and Regional Office staff of the Health Promotion Directorate.

Finally, special appreciation goes to Susan Swanson who coordinated the many details of this project for the Health Promotion Directorate, Health and Welfare Canada.

Others, too numerous to mention here, have contributed to PAL. The next task is implementation. Only with the continuing support of educators can PAL be most useful.

Thank you for your interest in the PAL Program.

October 1986.



Published by the authority of the Minister of National Health and Welfare

Health Promotion Directorate 1986

Également disponible en français sous le titre « PEP Un programme de prévention de l'usage du tabac »

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Teaching with PAL

An introduction for teachers

In spite of the gradual decline in the overall percentage of smokers, the number of Canadians who smoke is continually replenished by young starters. Smoking is seen by many kids as a sign of independence, of self-confidence, a symbol of being grown up. Twenty years ago, the average starting age for smokers was 16. *Today it is 12.* And the majority of these new starters are young women.

The primary goal of the PAL program is to give young people the knowledge and skills to resist pressure to smoke. If we can help them avoid smoking until age 20, chances are they'll remain non-smokers for the rest of their lives. As a teacher, you can play an important role in the lives of your students by helping them achieve this goal. The program is designed to work even if you are a smoker yourself. Whether you're a smoker, an ex-smoker, or a non-smoker, you have valuable experience to pass on to your students.

What is PAL?

The PAL Smoking Prevention Program is modelled on several similar programs in Canada and the United States that have shown promising results. PAL has been field-tested in schools across Canada. Comments and recommendations arising from the field testing have now been incorporated, and the program has been refined to reflect suggestions from teachers, principals, students, and field evaluators.

PAL stands for Peer-Assisted Learning. Students form small discussion groups of four to six participants in which they remain throughout the PAL lessons. The group acts as a reinforcement for the student — a base from which feelings and attitudes can be examined safely and objectively. Students' ideas are expressed in a relaxed, open atmosphere.

PAL also stands for Personalized Active Learning. Although education emphasizing the health hazards of smoking is important, in general it appears to be powerful only in the short term, and is not terribly effective in the long run, especially when used alone. Through a little thought, discussion, and their own research, kids can discover plenty of reasons not to smoke — reasons that are meaningful to *them*.

Most important, the PAL methodology is effective. (Initial field tests found that students who had received the PAL program were less likely to start smoking than those who had not.) Through PAL, students can establish positive ideas and attitudes that can help them resist pressures to smoke. Studies have shown that when students have an opportunity to practise saying “no thanks” to a cigarette, they are much better prepared to cope with peer pressure to smoke. The development and practice of effective refusal techniques is a key element of PAL.

The program has been designed for grade 6 students, and is most effective if *all* grade 6's in the school receive the program. PAL can also be effective with grade 7 students if the prevalence of smokers (defined as those who smoke at least once a week) *falls within the range of 4 to 8 per cent*. It can also be used in split classes of more than one grade.

Each PAL lesson is about forty minutes in length. Some lessons have optional activities that can be included if you wish to spend more time on a particular area. Also, **Supplemental Activities** (see page 20) gives additional projects to use if your students are especially interested.

Why PAL?

No previous experience in smoking prevention education is required to teach the PAL Program. Complete, detailed lesson-plans are provided. Preparation is usually just a matter of copying materials and reading over the lessons to get a good grasp of the ideas to be emphasized.

The traditional approach to smoking prevention has been primarily to focus on facts about the hazards of smoking. But most kids already know that smoking is hazardous, and many start smoking anyway. Obviously, knowing how dangerous smoking can be is not enough.

PAL takes a different approach. It encourages students to look at the **immediate** effects of smoking, effects that have a direct impact on their lives now. Acquiring an addiction that will cost you nearly all of your weekly allowance has much more meaning to a young person than a possible heart attack 40 years down the road.

However, The PAL Program is not intended to replace or exclude other methods of smoking prevention. In fact, it works best in concert with other measures. Students in the PAL field test were eager for more facts and illustrations on cancer, heart disease, emphysema and other diseases caused by smoking.

By implementing PAL, you can help counteract the powerful peer pressure that may be affecting your students. The overriding goal of PAL is to encourage students to make a firm, informed and rational decision *now* about smoking, before they start.

Advantages of PAL

- No previous experience or specialized training in smoking education is required to teach with PAL
- Extensive, carefully monitored field-testing has proven PAL effective
- Complete, detailed lesson plans are provided
- Teachers' preparation time is kept to a minimum
- The PAL kit is completely self-contained: it can be re-used year after year without dependence on outside resources or replacement materials.

Break Free: For a new generation of non-smokers

Once a person has started smoking, it is very hard to quit. So the key to fighting the health hazards of smoking is *prevention*.

The PAL Smoking Prevention Program is part of Canada's nation-wide *Break Free* campaign. *Break Free* is the youth theme of a national collaborative effort involving provincial and federal governments, and professional and voluntary health organizations. These groups are working together on smoking prevention and cessation, to reduce smoking and to get young people through to adulthood, free from the smoking habit.

PAL is an opportunity for your school to support the goals of *Break Free*. Your efforts will be reinforced by other, on-going smoking prevention and cessation programs in your community and your province. For more information, see pages 8-10.

The PAL Teacher's Kit

The PAL Smoking Prevention Program comprises six core lessons, and two optional lessons which provide extra practice in some key areas of the program. The six core lessons should be scheduled as close together as possible, over no longer than a six week period. Optional lessons are designed to be given at any convenient time after the core lessons have been completed.

The Lesson Plan

The information for each lesson is laid out on a two-page spread. It can lie open on your desk for quick reference during the lesson.

The left-hand page provides **Objectives** and **Background Notes** for the lesson, with useful perspectives on the subject, as well as practical tips on conducting the lesson. The lesson plan itself is presented on the right-hand page with **Preparation** and **Method**.

The eight lessons are:

Lesson 1: The Smoking Issue deals with the immediate and cumulative effects of smoking. Students discuss the reasons some people might choose to start smoking, despite the well-known risks. The purpose of this lesson is to get students to personalize the issues, to find the most meaningful reasons for *them* not to smoke.

Lesson 2: Starting and Quitting focuses on the problem of addiction and the difficulty of quitting. Why do people start? Why is it so hard to quit? Students conduct interviews with smokers and former smokers. The purpose of this lesson is to put the seriousness of addiction in terms students can understand.

Lesson 3: Social Pressures gives students tools to analyze different kinds of pressure to smoke, focusing on peer pressure and social pressure from role models in the media. Do students see people smoking on T.V.? How about films, magazines, album covers? Students simulate situations that illustrate the three basic types of pressure. The purpose of this lesson is to identify and place in a personal context, the social pressures to smoke.

Lesson 4: Saying "No Thanks" provides opportunities for students to devise their own ways to resist pressure to smoke. Using role-playing techniques, students practise saying "no thanks" in simulated situations of social pressure. The purpose of this lesson is to give students practice in saying "no" in a way that is comfortable for them.

Lesson 5: Tobacco Advertising follows logically from a wider discussion of pressures in lesson 3, focusing on advertising in the various media. How is smoking promoted by advertisers? Who are their targets? Students create their own anti-smoking ads. The purpose of this lesson is to create a more critical awareness of how smoking is presented and promoted by the tobacco industry.

Lesson 6: Smoking and Others deals with the effect of smoking on other people, and the potential of positive peer support. Do smokers' and non-smokers' rights really clash? How can you support your friend's decision not to smoke? A statement of intention is invited from students. The purpose of this lesson is to promote an awareness of our ability to affect others with our actions, and to promote the value of positive peer support for the non-smoker.

Optional Lessons

Lesson 7: Staying a Non-Smoker examines approaches to overcoming the difficulty of sticking with decisions. The purpose of this lesson is to encourage students to develop techniques for acting on, and reinforcing, their decisions.

Lesson 8: Consolidation reviews the overall picture. Students discuss their own experiences and ideas about the smoking issue and the PAL program. Students role-play and share their ideas with the rest of the class. The purpose of this lesson is to consolidate ideas from previous lessons and to allow students to compare their experiences.

Student Handouts

In your PAL kit you will find master copies of students' Prepsheets and Factsheets. Each is part of a lesson. These should be copied and handed out as you go along.

It's very important that you read the prepsheets before each lesson. They contain relevant information that is not always repeated in your background notes or lesson plans.

Prepsheets (i.e. preparation sheets) are handed out to students one or two days before a lesson. The Prepsheets contain information, questions and/or activities that prepare students for the next lesson.

Factsheets contain information pertaining to the lesson. They are handed out as part of the lesson, or at the end of the class.

Community Support for Your Classroom Work

We all know that what you teach in the classroom is not the *only* thing that influences your students' smoking behaviour. Your own smoking status and that of family, friends and heroes have an effect. Advertising and availability of cigarettes are also influential. There are a variety of ways the community can reinforce what PAL tries to accomplish in the program.

Parent Participation

Parental support was recognized by field-test teachers as an important element of PAL. Such support can add substantial impact to your efforts.

In the kit there is a master copy of a brochure entitled **The PAL Smoking Prevention Program**. It informs parents of the existence of the program, and gives them a rough idea of the content. The brochure makes parents aware of your efforts, and prepares them for the possibility of increased family discussion around the issue of smoking.

Another method of taking advantage of parental support is through parents' meetings. The Canadian Home and School and Parent-Teacher Federation has identified smoking prevention as a priority concern. Through their provincial Home and School Federations, local associations have access to information to help them run parents' meetings on the smoking issue. Such meetings support your teaching of PAL, and help parents deal with the smoking question at home.

You may wish to contact your own school's Home and School or Parent-Teacher Association, to see if they are interested in discussing the smoking issue at a meeting.

Break Free

PAL is one of a variety of new programs emerging from the National Program to Reduce Smoking with the theme for youth being *Break Free*. With a simple phone call, you could greatly enhance your classroom efforts by capitalizing on the support of community programs that complement PAL. *Break Free* heralds a new era of cooperative, integrated planning of smoking prevention and cessation programs across Canada.

The *Break Free* media campaign, complete with rock video and materials for general public information, supports service and education programs such as PAL. *Break Free* takes a positive approach to smoking prevention, emphasizing the value of a healthy lifestyle. Rather than "don't smoke, you'll ruin your health", *Break Free* says "enjoy good health".

Your provincial Department of Health, or the local offices of professional and voluntary health organizations concerned with smoking may be able to supply you with attractive *Break Free* promotional items such as buttons and posters.

Another example of a model program is "Smoke-Free Spaces for Kids". This environmental program from the Canadian Heart Foundation and the Canadian Home and School and Parent-Teacher Federation offers incentives and awards to schools and community groups that provide young people with smoke-free spaces to work and play. Role models, whether they be adults or older peers, are encouraged to refrain from smoking when working with young people so that the kids are presented with positive models, and are not forced to breathe second-hand smoke.

The Canadian Pharmaceutical Association has been encouraging its members to get involved in a preventive program to work towards a generation of non-smokers. Growing numbers of pharmacists across Canada are voluntarily providing information on the health hazards of smoking, and in some cases are removing cigarettes completely from their shelves.

Some other smoking prevention programs that can complement PAL include:

Organization	Program	Age Group (Yr.)
Canadian Cancer Society	Smoke-Free (in collaboration with Health and Welfare Canada)	Preschoolers
	The Celly Kit	5-8
	Smoking and Health Kit for Grades 4-6	9-12
	The Kit: A Guide to Decision-Making and Health for Grades 7 to 8	11-13
Canadian Heart Foundation and the Canadian Home and School and Parent-Teacher Federation	Smoke-Free Spaces for Kids	all ages
Canadian Lung Association	The Respiratory System: An Annotated Graphic Resource	9-12
Health and Welfare Canada	The Making of Break Free (videotape)	11-13
	Youth Group Guide: For a New Generation of Non-smokers	12-17 in community groups

Along with all their other activities across the country, these organizations and many others are working toward a new generation of non-smokers. You may wish to contact one or more of these groups for brochures and other support materials. A list of organizations is included on page 40.

For more information about other smoking prevention and cessation programs in your province or territory, contact:

Alberta

Health Education and Promotion
Health Promotion and Protection Branch
Alberta Community and Occupational Health
Seventh Street Plaza
10030 - 107 Street
Edmonton, Alberta
T5J 3E4

British Columbia

Health Education
Ministry of Health
5-1, 1515 Blanshard Street
Victoria, British Columbia
V8W 3C8

Manitoba

Smoking Programs
Health Promotion Directorate
Manitoba Health
4th Floor, 831 Portage Avenue
Winnipeg, Manitoba
R3G 0N6

New Brunswick

Your Regional Public Health Office
Health and Community Services
New Brunswick

Newfoundland

Health Education, Promotion, and
Nutrition Division
Department of Health
Box 4750
St. John's, Newfoundland
A1C 5T7

Northwest Territories

Health Promotion
Department of Health
Government of the Northwest Territories
5th Floor, Precambrian Bldg.
Yellowknife, N.W.T.
X1A 2L9

Nova Scotia

Nova Scotia Council on Smoking and Health
P.O. Box 841, Station M
Halifax, Nova Scotia
B3J 2V2

Ontario

Your local health unit

Prince Edward Island

Health Education Coordinator
Division of Nursing
Department of Health and Social Services
P.O. Box 2000
Charlottetown, Prince Edward Island
C1A 7N8

Quebec

Conseil québécois sur le tabac et la santé
ou
Association québécoise des non-fumeurs
Centre hospitalier Cooke
3450 Ste-Marguerite
Trois-Rivières (Québec)
G8Z 1X3

Saskatchewan

Education and Resource Centre Services
Communications and Health Education Branch
Saskatchewan Health
3475 Albert Street
Regina, Saskatchewan
S4S 6X6

Yukon

Director of Curriculum
Department of Education
Government of Yukon
Box 2703
Whitehorse, Yukon
Y1A 2C6

In-Service — Introducing PAL to Others

You're enthusiastic about PAL and want to share it with your colleagues. This section contains helpful suggestions from professionals who have already offered in-service sessions introducing PAL to teachers. Whatever your background or interest in the program, there are key elements for a successful in-service.

Organizing an In-Service Session

- Collaborate, consult, cooperate!

Good health education involves classroom instruction programs such as PAL, plus supportive services and a reinforcing environment.

Take advantage of other smoking prevention or cessation initiatives in your community. (A list of possible contacts appears on page 40.) By collaborating with representatives of complementary programs, you can capitalize on the energy, commitment, and networks of others and let teachers know that there are many resources they can call on. Also, you can reduce the number of outside requests to schools to present new programs.

- If geographically feasible, collaborate with other school boards. If any of the boards are working on a non-smoking policy, invite a representative to talk to teachers on this aspect of smoking prevention.
- Consult with school principals well in advance to gain their support. Every PAL kit contains "Program Information for Principals". It's ideal for selling your plan! And don't forget to involve the school board's health consultant and the school nurse in the planning of any health education in-service.

- Present 2 or 3 programs at the same time, perhaps programs for different grade levels or several programs for the same grade level but each with a different focus. For example, PAL is a classroom instruction approach for ages 11 to 13. "Smoke-Free Spaces for Kids" is a complementary program that supports PAL with an environmental approach. The bulk of the work for this program is done by someone other than the teacher but the spillover effect reinforces the teacher's classroom efforts (see page 8 for details).

- Find out the best times and locations for getting teachers out. Remember, even though you are offering teachers a valuable program, you are putting additional demands on busy people.

Information About PAL

The PAL kit was designed to make the program easy to teach. Field-test teachers taught PAL successfully with no in-service or special training. The introductory section of this book (see pages 4 to 7) contains a comprehensive overview of the program that you may find useful for your presentation; you do not need to spend a lot of time going through each lesson.

There are key aspects of the program that you should include in your presentation.

Introduction

- PAL was designed for use with ages 11 to 13 years
- the objective of the program is to help prevent the onset of smoking
- in the field tests, researchers found consistent evidence that PAL prevents students from starting to smoke

-
- programs like PAL are most effective when used at the grade level where the prevalence of regular smoking (i.e. at least once a week) is 4-8%. Depending on local conditions, this may be at the grade 6 or 7 level. (The kit contains a smoking survey.)

The PAL Kit

You may wish to hand out photocopies of a Lesson and a Prepsheet as examples of PAL's highly rated design.

- PAL is well-organized, easy to use
- the kit contains complete step-by-step lesson-plans with objectives, preparation, and background notes, as well as masters for handouts to students.

The PAL Philosophy

- PAL capitalizes on the power of peer influence by taking a psychosocial approach to the prevention of smoking
- students are actively involved in their own learning
- program activities emphasize awareness of social pressures as well as health effects
- PAL takes a positive approach to non-smoking and promotes informed decision-making
- the program encourages non-smokers to support each other rather than criticize or ridicule smokers.

The Group Approach

- group work is the keystone for most of PAL's activities
- students learn through research and discussion with their peers
- the make-up of the groups and the selection and training of leaders are critical but simple to do.

To reinforce these points, hand out copies of "Before You Start" on pages 14-15 and/or have teachers take part in a sample activity from PAL (see below).

Role-play

- emphasize the importance of students' recognizing pressure situations and practising saying "No Thanks!" to tobacco
- role-play activities in PAL offer this opportunity
- complete instructions and helpful hints are provided for both teachers and students

Use Lesson 3, Factsheet B, as an example of the instructions provided for students.

Sample Activity

Have teachers actually participate as students in a short PAL activity. Here are some possible choices:

- "How Many Smokers?" (see page 25 and Lesson 2, Factsheet A)
- "Smoking in the Media" (see page 27 and Lesson 3 Prepsheet).

Parental Involvement

Smoking is a personal issue. Teachers often ask about the impact of smoking lessons on students' family-life and the possibility of parental questions. Encourage teachers to be sensitive to the concerns of parents. Parents can greatly enhance PAL's classroom instruction if teachers let them know what PAL is all about.

- PAL encourages students to be understanding rather than critical of smokers (e.g., smoking parents or other relatives)
- the PAL kit provides a master copy of information to send home to parents
- members of local Home and School or Parent-Teacher associations are committed to offering their support to PAL with resource material for parents and/or a parents' meeting on the problem of pre-adolescent smoking.

Supplementary Materials

Pilot teachers reported that supplementary materials such as buttons, stickers and posters increased students' motivation. Check with the organizations listed on page 40 to find out what materials are available locally and let teachers know how to obtain them. Better yet, provide samples at your session.

Students in the field tests expressed interest in seeing films, models or pictures of diseases caused by tobacco. Find out what is available locally and encourage teachers to have such materials available for interested students.

Wrap-up

Leave time for questions. Tell participants how to obtain their own copy of the PAL Program. Give out the promotional brochure if available.

Get feedback on your efforts. Have participants complete a brief evaluation of the in-service session. Let them know you'll contact them in a few months to see how things are going. Follow up to encourage compliance.

Be Realistic

Don't expect miracles. Innovation takes time. Even if only a half-dozen teachers turn out for the in-service and only half of them actually use PAL in the classroom, don't be dismayed. Use their PAL experience by involving them in a similar in-service next year. The best way to spread good news is by word-of-mouth and testimonials.

Thank You

Your support in introducing PAL to your colleagues is greatly appreciated. Your efforts will help contribute towards a new generation of non-smokers.

Before You Start

General Comments

Group activity is the core of the PAL teaching method. The maximum size for a group is six students, and the minimum, four students. The method for forming groups is explained below.

You will need to give some thought to seating arrangements for the PAL lessons. Because there are a lot of group activities throughout the program, it's a good idea to have students move to the group seating plan at the beginning of each lesson and stay there throughout, rather than shuffling back and forth.

Together, you and your students are the most valuable resources of the program. It is very important that you yourself grasp the concepts of the lessons. It is also very important that you remain non-judgmental, allowing students to express their own ideas and feelings about smoking. There are few right answers, but there are right directions. Encourage your students to find those they are most comfortable with.

Smoking Survey

You will find a master copy of the **Smoking Survey** among the handouts in this kit. On the back of the master are instructions for administering the survey.

Administer the survey to students before you do any of the initial classroom preparation for PAL. Anonymous results of the survey are used to provide statistics for use in **Lesson 3**. If your school wishes you can also use the survey to determine at what grade level PAL should be taught. The PAL Smoking Prevention Program is considered appropriate for the grade level at which there are 4% to 8% regular smokers. (Regular smokers are defined as those who smoke at least once a week.)

One further note about the survey. Students should feel confident that they will remain anonymous, and that the purpose of the survey is not to find out *who* smokes, but rather, to learn *how many* smoke. The distribution and collection of the surveys should be handled in such a way as to reinforce this impression. Common sense tells us that students may still under-report their smoking. How accurate the results of the survey will be bears heavily on how careful you are in ensuring students' anonymity.

Selecting Groups and Group Leaders

About a week before **Lesson 1** (after you have administered the survey), introduce the PAL Smoking Prevention Program to your students. The introduction will take about ten minutes.

Make copies of the students' introduction, "**Wanna Smoke?**", and hand them out. This sheet briefly explains the program and offers hints on working in groups. These hints are meant to complement any guidelines for group activities you may already have established. Go over them point by point with the class.

Tell them how you have scheduled the lessons.

PAL is most effective if students form their own groups. One method of doing this is to have them select partners (some can form groups of three if they like, or if there is an odd number in your class). Now have each of these pairs (or three's) "pair off". If there is an uneven number of pairs, three pairs can form a group of six. Ask students to keep any absentees in mind when forming groups.

Now ask the groups each to select a leader. Briefly describe the leader's role, and tell them to choose carefully. The more cooperative and open they can be with their group-leaders, the more the program will accomplish. The leader they select will have to attend a 20-minute meeting with you and the other leaders before the first lesson.

Some groups may immediately make a unanimous selection. Others may take some time over the matter, or even have a vote. What is important is that each group make its own selection and that the leader be willing to do the job.

Once they have selected a leader, have them choose an alternate who will take over in case the leader is absent for a lesson. Again, the method of selection should be left to each group.

There is no need to worry about whether or not a group-leader smokes. A leader who smokes, like a teacher who smokes, has valuable experience to contribute.

Arrange a mutually convenient time a few days before **Lesson 1** for your meeting with group-leaders (alternate leaders need not attend).

Group-leaders' Meetings

Teachers in the field tests found these meetings to be very important, and well worth the time and effort because the lessons ran much more smoothly as a result.

The primary tasks of the group-leader are to make sure that each group-member has a chance to contribute, to keep discussions on track, and to ensure that groups complete their tasks within the allotted times.

Your goal for this 20-30-minute meeting is to give leaders practice in their role, to let them know that they can play a very important part in the program, and that it's vital they do their best. They should feel confident that they have your trust and support.

Explain the role of the group-leader using the information in "**Wanna Smoke?**". Let them know how you feel about the program and the part they will be playing in it. Give them a chance to practise their role by assigning a task from **Lesson 1**, or a discussion topic, and have them take turns as leader. Answer their questions.

Schedule a second meeting with group-leaders after **Lesson 1** to answer questions and deal with any problems that may arise once they've spent some time actually doing the job.

In the field test, many teachers recognized that the follow-up meeting with group-leaders was a crucial step for success. Those who omitted this meeting commented after the program that they wished they had not!

Before Lesson 1

Several days before **Lesson 1**, make enough copies of the **Lesson 1** Prepsheet to distribute to the class. Explain that the prepsheet contains a few facts about smoking. Ask them to read it over and think about any other smoking-related problems that are not listed on the sheet.

Be sure to tabulate the results of the **Smoking Survey** to determine the percentage of smokers (those who smoke at least once a week) in your class or grade. You will need this information for **Lesson 3**.

Scheduling PAL

About six weeks before **Lesson 1**:

- Check with your Home and School or Parent-Teacher Association about having a meeting to inform parents about PAL (optional)

About one week before **Lesson 1**:

- Administer **Smoking Survey** (tabulate results before **Lesson 3**)
- Copy and distribute “**Wanna Smoke?**”
Introduce PAL to class. Class forms groups and selects leaders
- Group-leaders’ Meeting
- Copy and distribute parents’ brochure (with an invitation to meeting if applicable)

The day before **Lesson 1**:

- Copy and distribute **Lesson 1** Prepsheet
- **Lesson 1**
- Second Group-leaders’ Meeting
- **Lesson 2**
- **Lesson 3**
- **Lesson 4**
- **Lesson 5**
- **Lesson 6**
- **Lesson 7** (optional)
- **Lesson 8** (optional)

Commonly-Asked Questions

? If smoking is so bad, why do *you* smoke?

If you yourself are a smoker, you are bound to get this question. So sit down now and find out the answer. Then when you are asked, give your reason as directly and honestly as possible. After all, you know the health risks. So why *do* you smoke?

? If smoking is so bad, does that mean my parents are going to die?

Kids with parents who smoke may be very frightened by the health facts. This is a difficult question to answer. You want to allay their fears, but you don't want to minimize the risks of smoking for them or for the rest of the class. Here are a few points that might help:

- Only some smokers actually get the worst diseases associated with smoking
- Many of those who do get a serious disease won't die from it right away — there are better treatments being developed all the time.
- It is *never* too late to quit — and quitting substantially reduces the chance of suffering disease or ill health as a result of smoking.

? Lots of people who smoke don't get cancer (heart disease, stroke). So what's the big deal?

Although only some smokers get a disease, there's no way of being *sure* who will and who won't get it. So if you start smoking, you'll never know — until it's too late.

About 30 000 Canadians die every year as a result of smoking-related diseases. That's enough people to fill up 100 jumbo jets. How would everyone react if 100 jumbo jets crashed every year (that's about 2 a week), killing everyone on board? Would anybody want to fly in one?

Even if you don't contract a serious disease as a result of smoking, your health will suffer (see **Lesson 1** Prepsheet).

There are lots of other good reasons not to smoke — like the expense of smoking, yellow teeth, bad breath. These things are taken up in **Lesson 1**.

? If smoking is so bad, why is it legal?

Smoking became popular before the health risks were known. By the time the risks were known, millions and millions of people were addicted to cigarettes and couldn't quit. The North American tobacco industry was huge, supporting hundreds of thousands of jobs and spending millions of dollars every year on advertising and promoting cigarettes.

For a comparison, let's look at what happened when the U.S. government tried making alcohol illegal in the 1930's. Lots of people just kept right on drinking. So making it illegal didn't really solve the drinking problem.

As a legal substance, alcohol could be controlled by government. They could inspect the quality and make sure it was up to standard (alcohol made improperly can cause brain damage and even kill a drinker). As an illegal substance, the sale of alcohol was controlled by criminals. Lots of people were poisoned by bad alcohol, and lots of people were cheated with cheap or fake alcohol.

As a legal substance, alcohol could be taxed, and the money could be used for good things. (Incidentally, the tax money collected by governments on the sale of tobacco is *not* as much as the costs associated with smoking-related diseases.) As an illegal substance, it made a lot of money for the criminals selling and making it. This money would often be used to support other criminal activities.

? Isn't it possible to smoke just a little?

In fact very few people are able to limit their smoking to one or two cigarettes a day. Most smokers are addicted to cigarettes, which makes it very hard for them to have any control over the amount they smoke.

Over 80% of smokers in Canada smoke more than 10 cigarettes a day.

? If smoking is so bad, why does everybody do it?

First of all, everyone doesn't do it. Only one out of every three Canadians 15 and over are smokers — but even this is too many.

Smoking became popular before health risks were known.

In 1964 the U.S. Surgeon General released a report that officially revealed for the first time the great danger that smoking presents to people's health. In the next several weeks *millions* of people quit smoking. But very soon most of them started up again. Although they were worried about the health risks, they were addicted to cigarettes, and *couldn't* quit for any length of time without a lot of difficulty. (Addiction is covered in **Lesson 2**.)

In 1983, the tobacco industry spent over a hundred million dollars in Canada, and over a billion dollars (one thousand million) in North America, on advertising, trying to get young people to take up smoking. Once people are hooked, chances are they'll stay hooked for the rest of their life — no matter what they find out about health risks.

? Isn't it safer to smoke low-tar cigarettes?

In a way. Low-tar cigarettes are not *as* bad for you as high-tar cigarettes. But they are still bad for you.

Also, many smokers who switch to milder, low-tar low-nicotine cigarettes end up smoking more. So in the end, they're no better off.

? What if I don't inhale?

In fact you do inhale, even if you think you don't. A certain amount of smoke does trickle down into your lungs and your stomach even when you "don't inhale".

You are definitely also inhaling your own "second-hand" smoke — the smoke that fills up the room when you light up. So are your friends — even the non-smokers have to inhale!

There are a lot of problems caused by smoking that have nothing to do with whether you inhale or not — i.e., cancer of the mouth and lip; reduced sense of taste and smell; bad breath; yellow teeth; fire hazard, etc. Ask the class how many things they can think of to add to this list.

? How does smoking affect ability in sports?

Your body requires extra oxygen whenever it is physically active. Smoke from cigarettes decreases the amount of oxygen available to your body by affecting the absorption of oxygen in your lungs. Therefore, your heart has to beat much faster to get the needed oxygen to your muscles. You have to work harder and you tire much more quickly.

? How can I get someone to quit smoking?

It is almost impossible to get someone to quit if they don't want to. But if someone wants to try to quit, support and encouragement are far more effective than nagging. It is very difficult to quit even if someone wants to, so be patient and understanding. Let the person know you care about him or her and offer your help if they would like it.

? You don't smoke chewing tobacco so is it O.K.?

No. You can become addicted to the nicotine in chewing tobacco just like cigarettes. Chewing tobacco can cause serious damage to teeth and gums and also cancer of the mouth. Some tobacco companies, in response to dropping cigarette sales, have recently promoted chewing tobacco as the "smokeless" alternative. However, long-term use of chewing tobacco can be just as bad for your health as smoking.

? Is there any special danger for pregnant women who smoke?

Yes. Recent studies show that smoking affects the growth and development of the fetus. It reduces the flow of blood to the fetus, and raises carbon monoxide levels in the blood. The growing fetus is more or less starving for oxygen inside the mother's body. On average, a pack a day lowers birth weight by 200 grams (approximately a half pound).

? What's so bad about having a baby with low birth weight?

It's not just the weight that is a concern. Lower birth weight may mean that the baby has not developed normally. Cigarette smoking results in a decreased supply of oxygen to the developing fetus. All body organs are affected to some degree. There is also evidence indicating that children of mothers who smoked during pregnancy have more behavioural problems, may be hyperactive, and tend to have a lower I.Q. when they start school. Generally speaking, the I.Q. difference becomes negligible as the child progresses through school.

Supplemental Activities

If your students enjoy PAL and are enthusiastic about what they've learned, encourage them to think up other activities they could get involved in. Here are some suggestions:

Health Warning Labels (Lessons 1 and 5)

Every package of cigarettes and every cigarette advertisement must now include a health warning. Let the class have a look at an actual cigarette package or advertisement, and read what the warning says. They may notice that there are several different ones now used, each on a specific health problem.

Do they think these are fair warnings? If they were making up a health warning for cigarette packages, what would they say?

They could make large mockups of cigarette packs bearing their labels, and display them in the school.

Evaluating the Evidence (Lesson 2)

A small team of students could set to work collating the information on the interview forms that they filled out for **Lesson 2**. The whole class gets together and decides exactly what these results show about smoking, and works out the most effective way to present their conclusions. The final product could be displayed somewhere in the school.

The results will be more accurate with a wide sampling of interviews. Students could set a goal (i.e. 50 smokers and 50 former smokers) and then conduct enough interviews to reach that goal.

If there are several classes working with PAL at the same time, all the classes could pool their interviews for this project.

"No Thanks!" Skit (Lesson 4)

Students could elaborate on some of their "no thanks" skits, and create a series of performances for the whole school.

Community Posters (Lesson 5)

Students could try to get their anti-smoking posters put up around town, or published in a local newspaper or magazine.

Anti-Smoking Commercial (Lesson 5)

Have students make up their own anti-smoking commercials for television or radio. Have them perform them in front of the class, or school. This activity would be greatly enhanced by use of video equipment or a tape recorder.

Students could even contact local TV or radio stations, and collaborate with them to produce and broadcast the commercials on the air. Their activities might also be of interest to television, radio, or newspaper journalists as a "human interest" story.

Community Involvement (Lesson 6)

PAL is a school-based, instructional program for smoking prevention, aimed at pre-adolescents. Your community may offer a variety of complementary programs in both prevention and cessation. These programs can support PAL's objectives by making the smoking issue relevant outside of the school.

Students could check out organizations in the community offering other smoking-related information or programs (e.g., cessation programs, brochures about cancer, or lung or heart disease). They could then produce a comprehensive list of programs and information available in your community. The list could be distributed to those organizations, as well as any other interested groups or individuals.

They may also wish to have their school involved in “Smoke-Free Spaces for Kids”, described on page 8. For more information on this program, contact your local Heart Foundation or provincial Home and School office.

Let the students take as much of the responsibility for these activities as possible. You may have to follow up their contacts or make a preliminary call yourself to give the students credibility — but the students themselves should make the actual arrangements and deliver the information.

This is an opportunity for students to try out new skills. It may be their first time, and they may not be very good at it — but it’s an opportunity to practise handling responsibility in a positive, non-threatening atmosphere.

Lesson 1: The Smoking Issue

Objectives

Students will be able to:

- list many immediate and long-term effects of smoking, both physiological and social
- present reasons why young people start to smoke

Background

Lesson 1 lets students have a good look at smoking from their own point of view. Immediate consequences of smoking — like smelly clothes and bad breath, having less spending money — are stressed because these are things kids can readily understand.

This lesson allows students to use a simple decision-making model without your actually delineating it for them. Students will look at pros and cons of smoking that are relevant to them, and will have enough information to support a firm, rational decision about smoking. If you have previously taught a decision-making model, conclude the lesson by pointing out the parallels between the model and this lesson's activities.

Consequences of Smoking

If some students are particularly interested in the health risks of smoking and you are unable to answer their questions, volunteer to find out for them, or better still, suggest that they find out. The information is contained in brochures and pamphlets on cancer, and lung and heart diseases, available from your public health nurse, or the closest office of the appropriate health organization (see page 40).

Other Negative Social Effects of Smoking

- bad breath
- smelly clothes and hair
- annoying others with smoke
- deceiving parents and others
- less spending money: cigarettes are expensive
- messy: ashes and butts get all over the place, and dropped cigarettes burn holes in clothes, carpets and furniture
- fire danger: careless smoking is the leading cause of house fires; also causes forest fires
- inconvenience of addiction; i.e., having to find a shop open late at night to buy cigarettes
- nicotine in cigarette smoke eventually puts yellow stains on whatever it touches — including teeth, fingers, and even walls, drapes and windows
- reduced sense of taste and smell
- visible premature aging; wrinkled skin

Why Smoke?

Kids choose to start smoking for a variety of reasons. Most often these reasons are linked to three influences: friends, family, and the media.

Friends — Young people are more likely to smoke if their friends smoke. They do so:

- to be accepted by friends
- to feel mature, older, adult-like
- to feel popular, liked, “in”, cool

Family — Young people often define normal behaviour on the basis of what they see their parents and older siblings doing. If a parent smokes, the young person is twice as likely to be a smoker. For some kids, smoking is an act of rebellion against parents, who don't want them to smoke. Some reasons in this category are:

- to rebel against parents
- imitating family members (where parents and/or brothers and sisters smoke)

Media — Advertisers and some movies and television programs depict smokers as young, attractive, popular, fun and sexy. In spite of the industry's codes, tobacco advertising is often aimed at adolescents, in particular young women. Advertising and the media can be very powerful if a young person is not aware of how these influences can affect their decision about smoking. Some reasons in this category are:

- it is glamorous, fun, sophisticated to smoke
- it is not really bad for me
- it tastes good, relaxes me, etc.

Introducing Break Free

Now is the time to put up the *Break Free* poster in your classroom. If you were able to obtain buttons or stickers (see page 8), give them out to group leaders at the end of this lesson for distribution to group members.

Group Leaders' Follow-up Meeting

In the field test, this was judged by most teachers as a critical step in the program. It contributed greatly to the success of subsequent group activities (see page 15).

Supplemental Activities

“Health Warning Labels” (see page 20)

Show class “*The Making of Break Free*”, a videotaped documentary on the production of a *Break Free* T.V. advertisement (see page 9).

Preparation

- Complete the instructions in **Before You Start** in the introduction (pg. 14-15)
- Make enough copies of **Lesson 1** Factsheet and **Lesson 2** Prepsheets A, B and C to hand out at the end of the class
- Each student should bring a copy of the **Lesson 1** Prepsheet

Method

1. Consequences of Smoking

Class Discussion, 10 minutes

Ask how many students already knew some of the consequences listed on the Prepsheet. Which ones? Which ones were new to them? Have they ever thought before that smoking cigarettes could affect an unborn baby?

How do they feel about health consequences? Are they scared? Why? Why not?

Point out that the consequences on the Prepsheet are health-related and are not the only consequences of smoking. There are also *social* consequences.

2. Consequences of Smoking (cont'd.)

Group Activity, 10 minutes

Write the heading "SOCIAL CONSEQUENCES" on the board. Have students form into their groups. Give them 2-3 minutes to think of at least five negative social effects of smoking. Prompt them if necessary (see notes in **Background**).

Ask each group-leader for the group's suggestions and write them on the board.

3. Why Smoke?

Group Activity, 10 minutes

Referring to the negative health and social effects just discussed, point out that despite all of these well-known consequences, some young people still choose to start smoking. Emphasize that starting to smoke is a deliberate choice. Ask groups to figure out the reasons some young people may have for their decision to start smoking. Each group should be able to think of at least five reasons. Are the reasons boys start smoking different from those of girls? A member of each group should record the group's reasons.

Write the headings "FRIENDS", "FAMILY" and "MEDIA" on the board, and explain that most of the reasons people start smoking fall into one of these categories. Give a few examples.

Now ask the leaders for their group's ideas, and have the class tell you under which heading each reason belongs.

When all of their ideas are on the board, ask which reasons they feel are particularly important to girls and which to boys. Note that there are obviously many reasons why people start.

4. Introducing Break Free

Teacher, 3 minutes

Explain that widespread cigarette smoking started at the beginning of the century, but the health and environmental dangers were not clear until the 1960s. Many smokers started before they were aware of the dangers. Now they are addicted and find it very hard to quit.

Young people today are part of the first generation who have all the facts and can really make a break from smoking. Ask students if they have heard about *Break Free*, seen the rock video on TV, or the *Break Free* posters. Explain that people all across Canada are working together to help smokers quit, and to encourage non-smokers not to start. Show the students the poster, and if you have obtained buttons or stickers (see page 8), tell them they will get one at the end of class with the **Lesson 1** Factsheet on smoking myths and facts.

5. Assignment

Teacher, 7 minutes

Don't call this homework! Tell the students that they are going to get a chance to talk to smokers and former smokers, to ask them how they became smokers and how they quit. Hand out the **Lesson 2** Prepsheets. Tell the groups that they are to interview adults who are regular and former smokers. Since it may be difficult for all students to find one of each, let group members decide among themselves, who will do what type of interview. All students should do an interview, and each group must do at least one interview of each type.

6. Group-leaders' Follow-up Meeting

Arrange to meet again with group-leaders now that they have had some actual experience working with their groups. Address their questions and concerns. This completes the orientation for group-leaders.

Lesson 2: Starting and Quitting

Objectives

Students will be able to:

- interview an adult using a questionnaire
- identify the three elements of cigarette addiction as they are presented in the lesson
- explain why quitting smoking is so difficult

Background

Lesson 2 lets kids examine first-hand information from smokers and from people who have quit. The idea is to give them some notion of how difficult it is to quit smoking.

How Many Smokers?

The purpose of this exercise is to help students realize that smokers do not comprise a majority of the population. Students estimate the percentage of regular smokers (people who smoke at least once a week), for their own age, high school age, and adult age. This helps to weaken the rationale held by some young people that they should start smoking “because everyone else does it.”

Before next class, calculate the class average of the estimates for each of the three age categories. The actual figures will be presented in the next lesson.

Starting and Quitting

Addiction occurs when a person’s body becomes so accustomed to a drug that it can only function normally if that drug is present. Tobacco contains an addictive drug called nicotine. In large doses, it is a deadly poison. In small doses, the smoker’s body adjusts to its presence. If the nicotine is suddenly taken away, the smoker may experience nervousness, anxiety, sleeplessness, dizziness or nausea. This is called withdrawal.

Nine out of ten regular smokers would like to quit. Each year over a third of them try — unsuccessfully. But a lot of people have made it. Today about 15% of Canadians are former smokers, 33% are smokers, and 52% have never smoked.

Saying “No Thanks”

When students have the opportunity to identify situations or places where they might experience pressure to smoke and have a chance to say “no”, they become better prepared to resist those pressures.

Make one copy of the **Lesson 2** Factsheet B (Trigger Stories); cut it up as indicated, and distribute one story per group. Have each group write its own ending.

This activity will prepare them for the role-playing in **Lesson 3**.

Supplemental Activities

Evaluating the Evidence (see page 20).

Who Smokes? *



*For all Canadians aged 15 and over

Preparation

- Make enough copies of **Lesson 2** Factsheets A and C and the **Lesson 3** Prepsheet to hand out in class
- Make one or two copies of **Lesson 2** Factsheet B to cut up, one story per group
- Each student should bring completed **Lesson 2** Prepsheets

Method

1. How Many Smokers?

Class Activity, 5 minutes

Distribute **Lesson 2**, Factsheet A to each student. For this lesson students use only the top bar graph, “My Estimates”. Have students estimate the percentage of persons who smoke at least once a week in the different groups shown in the bar graph. Have them insert the figure under “percentage” and colour in each part of the bar graph to represent their estimates. Collect the graphs and explain that you will calculate the class averages and during the next lesson compare them to the real figures.

2. Starting and Quitting

Class Discussion, 15 minutes

Ask students to volunteer some of the reasons given for starting to smoke from question 3 on the “Interview with a Regular Smoker”. Write each reason on the board. Ask the class to compare these reasons to the reasons they thought up in **Lesson 1** for why young people start to smoke.

Ask how many students interviewed smokers. Ask how many of the smokers started before the age of 20. Then ask how many interviewed someone who started at 20 or older.

Explain that 79% of all regular smokers in Canada started before the age of 20. Assure them that although in the next few years they may feel a lot of pressure to try smoking (and may even have tried it already), these feelings will drop off almost completely after the age of 19 or 20. If they can make it that far without starting to smoke, chances are they will never start. However if they start now, chances are they will *remain* smokers.

Now ask how many interviewed a smoker who has tried to quit. Explain that most regular smokers try to quit at least once — and fail. One of the reasons that it is so hard to quit is that cigarettes are addictive.

Explain addiction and withdrawal.

But if quitting were purely a matter of some physical discomfort, wouldn't a lot of smokers have quit already? Smoking is a habit — and it takes time and energy to break a habit. For instance, on January 1st of every year, the number for the year changes. Everyone knows it's changed. We even make a big deal out of it. But how many people in the class automatically write the old year's number every January? Ask for a show of hands.

Ask students to think about their own habits. Has anyone in the class ever known someone who had the habit of nail biting? Did they ever try to stop? Did they succeed? Was it easy? Ask for comments.

Draw the students' attention to question 6 from the “Interview with a Regular Smoker”, and question 9 from the “Interview with a Former Smoker”. Ask them for examples from their interviews, of situations and activities that may be associated with having a cigarette, or feeling the urge to smoke.

Summarize this section by telling the class that there are three strikes against a smoker trying to quit:

- physical addiction to nicotine
- the difficulty of breaking a habit
- the associated activities that are constant reminders of smoking

Write these barriers to quitting on the board.

In fact, about 90% of smokers would like to quit. To emphasize this for your students, do a blackboard drawing of the pie chart shown in the **Background**.

3. Saying “No Thanks”

Group Activity, 17 minutes

Explain that there are certain places and situations where there may be increased pressure to smoke.

Tell the students that they will be pretending to be in a pressure situation, and must find a way to deal with it. Hand out one story from **Lesson 2**, Factsheet B to each leader. Group-leaders read the story to their groups, and members devise an ending in which the person involved deals with the influences to smoke. After about 5 minutes, have each group-leader read the story and the group's ending to the rest of the class.

Ask the rest of the class whether or not the solution seems reasonable. Have them suggest other possible solutions. Continue until all groups' stories have been heard.

4. Assignment

Teacher, 3 minutes

Hand out copies of **Lesson 2** Factsheet C, and the **Lesson 3** Prepsheet. Tell students to answer the questions on the **Lesson 3** Prepsheet before the next lesson.

Lesson 3: Social Pressures

Objectives

Students will be able to:

- estimate the percentage of adults, high school students, and people their own age who smoke
- identify and describe media pressure and how it affects them
- identify the three types of pressure to smoke as demonstrated in the lesson
- give examples of situations in which they may experience each type of pressure

Background

Lesson 3 dispels the myth that the majority of people are smokers. It also gives students an opportunity to identify and practise dealing with potential social pressures before actually being confronted by them in real life.

How Many Smokers?

Before this lesson, you will have calculated the class averages for each of the estimated percentages. Prepare an overhead or board-drawing of a bar graph showing the class averages. Prepare a second overhead or drawing of the bar graph below, showing the actual percentage of regular smokers for these three age groups (regular smokers are those who smoke at least once a week).

The figures in the bar graph below are national averages. "My Age" is for 12-year-olds. If you did the Smoking Survey in your class, use their results for "My Age". Students will probably be very surprised at the discrepancy between their estimates and the actual figures. Most people guess high, because something that people actually *do*, like smoking, is much more noticeable than something that people *don't* do, like not smoking.

Smoking in the Media

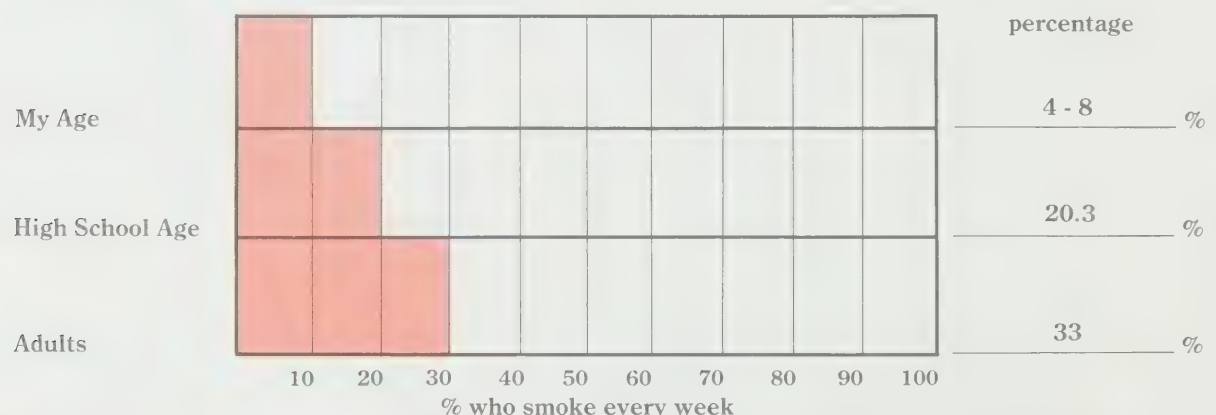
The purpose of this exercise is to promote in students a critical awareness of what they see in the media and how it might affect them.

TV, film, or rock stars who are widely admired are usually widely imitated. Most people don't realize that seeing people they admire smoke creates pressure. What about stars who smoke? Would they be influencing people who admire them to smoke, too? Pictures of movie stars from the 30s, 40s and 50s often include lit cigarettes. But in the last few decades we've seen the proportion of smokers on TV shows and in movies dwindle to a very few.

In this lesson, students think about all the pictures of famous people they have seen. If a picture shows that person smoking, how does this affect them? Does it make them want to smoke? What if they never see a picture of that person smoking?

(continued on page 28)

The Real Percentage of Smokers*



* Based on PAL field tests and "Smoking Behaviour of Canadians, 1983", Health and Welfare, Canada, 1985.

Preparation

- Calculate the class average for the estimate for each age group and prepare overhead transparencies or board drawings of two bar graphs — one for class averages, and one for the actual figures
- Bring students' **Lesson 2** Factsheet A (bar graphs) to class and return to them
- Make enough copies of the **Lesson 3** Factsheets A and B to distribute one per student for A and one per group for B
- Students should bring completed **Lesson 3** Prepsheets

Method

1. How Many Smokers?

Class Discussion, 10 minutes

Hand back to students their bar graphs from **Lesson 2**.

Using your overhead transparencies, or a drawing on the board, show the bar graph you made from the class averages for estimates of the percentage of smokers in the three age groups (their age, high school age and adult).

Now show the students the actual figures on a second bar graph (try not to let the students see the actual statistics until you have shown them *their* estimates). Emphasize that two thirds of Canadians do not smoke.

Explain that the notion that everybody smokes, or even that a majority of people smoke is a myth. Smokers are in the minority in all age groups. Ask the class why they think people over-estimate the percentage of smokers.

Have the students complete their sheets by filling in the "Class Averages" and "The Real Percentage of Smokers" bar graphs from your prepared bar graphs.

2. Smoking in the Media

Class Discussion, 10 minutes

Ask the class to volunteer about 15 names from the first exercise of the Prepsheet. Write them on the board, putting the appropriate mark (x, √, ?) next to each.

Select a non-smoker from the list — one you think is most admired by the class. Ask students how they would feel if one day they saw a poster with a picture of this person smoking a cigarette. Would such a poster encourage them to smoke?

Would never seeing a picture of this person smoking encourage them not to smoke?

Should there be rules about who can and cannot smoke on TV, in movies or in videos? How about pictures in the paper?

(continued on page 29)

Lesson 3: Continued

Background (continued)

Remember, the question in this activity is not “does this person smoke?”, but “have you ever seen a picture of this person smoking?” There aren’t really any “right answers” in this exercise. The benefit lies in becoming conscious of smoking in the media, how it can create indirect pressure to smoke, and how the media can also help support non-smoking. The purpose of this exercise is to promote in students a critical awareness of what they see in the media and how it might affect them.

There are no regulations about who can and cannot smoke in the media. However, there are unwritten rules — something you might like to explain to the class. One such rule is that “good guys” are not generally portrayed as smokers. Smoking in films is often used to portray nervousness, weakness, or unattractiveness.

Types of Pressure

Social pressure is not created by other people. It is created from within by our need to survive as social beings and feel that we belong as part of a group. Imitation and sharing with others are two very powerful aspects of social behaviour.

Students should be aware of the subtle pressures to smoke, as well as the more obvious ones. If they can see how social pressures to smoke affect them from within, they will have a better chance of dealing effectively with those pressures.

Indirect Pressure occurs when you see others smoke — friends, family, people on TV or in advertising. “If it’s okay for them, it must be okay for me.” They may not be directly telling you to smoke, but just the fact that *they* smoke can encourage you to smoke. It’s a subconscious pressure, of which we’re not usually aware.

Direct Pressure occurs when you are offered a cigarette, or asked if you would like to smoke.

Insistent Pressure occurs when you are actively encouraged to smoke, or teased, rejected, or criticized for not smoking.

Identifying Pressure Situations

After the groups have completed the short exercise on **Lesson 3** Factsheet A, they are to prepare a role-play for the next class. Secretly assign one type of pressure to each group, and have the group-leaders discuss with their groups the instructions on preparing a skit on **Lesson 3** Factsheet B.

Each group should try to come up with a situation, assign the various roles, and begin to practise before the end of the class. If necessary, they can have a few minutes to put the finishing touches on their skit at the beginning of the next lesson.

Method (continued)**3. Types of Pressure**

Teacher, 5 minutes

Write **INDIRECT PRESSURE** on the board and define it for the class. Emphasize the influence on them, of seeing other people smoke — not only heroes as just discussed, but family too. Children having smokers in their families — parents or older brothers and sisters — are twice as likely to become smokers as children without this pressure. Although it is the most subtle type of pressure, it is also the most powerful.

Write and define **DIRECT PRESSURE**.

Write and define **INSISTENT PRESSURE**.

4. Identifying Pressure Situations

Group Activity, 15 minutes

Hand out **Lesson 3** Factsheet A to group leaders to distribute to their groups.

Ask groups to look at the cartoons on the Factsheet and decide what kind(s) of pressure is (are) portrayed in each. Give them a couple of minutes.

Now their next task is to prepare a 2-3-minute role-play or skit showing how to resist pressure to smoke.

Explain that each group is to make up a situation that shows one type of pressure, and how to resolve it. Everyone in the group must be involved in the skit. They will think of a situation where cigarettes might be available, and choose one or two persons to be the smokers, and one person to be the object of the pressure. The remaining group members are to offer support to the non-smoker.

Hand out a copy of **Lesson 3** Factsheet B to each group-leader and whisper to him or her the type of pressure the group is to role-play. The goal of the role-play is to have students resolve the pressure situation using either words or actions. They can just say “no thanks”, make an excuse, walk away, or do whatever makes them comfortable.

Now have leaders read Factsheet B to their groups. The role-plays will be presented to the whole class during the next lesson. Class members will have to guess what type of pressure is being portrayed. Tell the class they will have a few minutes more to practise their skits at the beginning of the next lesson.

Lesson 4: Saying “No thanks”

Objectives

Students will be able to:

- identify situations in which they may experience pressure to smoke
- identify a variety of solutions to deal with pressures to smoke
- demonstrate, in a simulated situation of pressure, that they can refuse the offer of a cigarette in a manner that is comfortable for them

Background

Lesson 4 lets students practise saying “no thanks” to pressure to smoke.

Often people are unable to stick to their decisions when confronted with pressure. They know they don’t want to smoke, but the pressure of the moment overcomes the original decision. Feelings of embarrassment, anger, or fear of ridicule or rejection can over-ride the rational choice.

Giving students an opportunity to develop comfortable, tested responses can really help. By practising, students begin to feel confident that they can say “no thanks”. They can identify and be prepared for potential pressure, and they can begin to establish the positive habit of resisting influences and pressures to smoke. Then when real-life situations do come up, students who want to say “no thanks” will have comfortable responses available. That’s why this lesson is very important.

Saying “No Thanks”

Role-playing allows students to learn to anticipate pressure and to rehearse their responses. For this to be most effective, the role should be as realistic as possible.

Most students will have no trouble with this. The Prepsheet gives them some tips and background. Nevertheless, there will undoubtedly be a few students who find it difficult.

Here are a couple of tips on conducting a successful role-play:

- Ask the students you think will enjoy role-playing to go first
- Give positive feedback whenever possible

After the class has seen and discussed all of the skits, summarize the methods of dealing with pressure to smoke, and write the possible solutions on the board:

- say “no thanks”
- give a reason why you don’t want a cigarette
- question why you are being pressured
- hang out with non-smokers

Assignment

Students are asked on the **Lesson 5** Prepsheet to cut out several magazine ads for cigarettes. Some of them may not have access to magazines, so it’s a good idea to bring some of your own to this lesson. When you give the assignment at the end of the class, you can make these available to those students who need them.

Supplemental Activities

“No Thanks” Skits (see page 20)
Optional **Lesson 8**

Preparation

- Students should bring their copies of **Lesson 3** Factsheet B
- Make enough copies of **Lesson 5** Prepsheet to give out at the end of class
- Bring extra magazines for the next lesson for students who have none

Method

1. Role Playing Preparation

Group Activity, 10 minutes

Quickly review the three types of pressure discussed in the last lesson, then allow the class a few minutes to finish off their role-plays.

2. Saying “No thanks”

Group Activity, 27 minutes

Write these headings on the board: “TYPE OF PRESSURE”, “SOLUTION”, and “OTHER POSSIBLE SOLUTIONS”.

Have the groups present their role-plays, one at a time, to the whole class. As each skit is performed, group-leaders should give an introduction, briefly describing where the skit takes place, and who the characters are.

Instruct the rest of the class to have paper and pencil ready to record the type of pressure, and to describe the solution presented. They should also think about, and jot down, other possible solutions.

At the end of each role-play, spend a few minutes on students’ responses, listing their answers on the board.

Try to finish all the role-plays, saving about 5 minutes to summarize solutions. Ask the class to give you all the ways they have seen of refusing a cigarette, and list them on the board.

3. Assignment

Teacher, 3 minutes

Hand out copies of **Lesson 5** Prepsheet and ask students to complete it before the next lesson. Review the Prepsheet briefly, and offer magazines to those students who are not sure they have any at home.

Lesson 5: Tobacco Advertising

Objectives

Students will be able to:

- identify different kinds of messages about smoking given in cigarette advertising
- produce a poster promoting non-smoking that uses the same techniques used in tobacco advertising

Background

Lesson 5 lets students apply the concepts of social pressure to cigarette advertising and other media influences.

Tobacco Advertising

The tobacco industry in Canada spends over 100 million dollars a year on advertising. And the returns are worth it. Their purpose is, broadly speaking, to get people to start, re-start, or continue smoking — their brand, of course.

Many ads are aimed point-blank at young people. Smoking is often presented as a symbol of adulthood, of independence — smokers in ads are presented in a way designed to appeal to young starters.

Generally, cigarette ads use one of the following approaches:

- promoting the taste of a particular brand (e.g. mildness, richness)
- promoting the reduced health risks of a given brand (e.g. low tar and nicotine)
- promoting the image of the smoker (glamorous, sexy, macho, athletic).

The first two techniques usually involve words like “smooth”, “low-tar” and are quite obvious, but the third technique is very subtle. It is usually contained in pictures and design as well as in words.

Cigarette advertising is clearly targeted at special groups. Recently, in spite of the tobacco industry’s codes to the contrary, advertisements have been specifically directed at young starters, especially young women. Advertisers try to associate smoking with characteristics that are generally valued in our North American culture — youth, fitness, sophistication. You don’t see older people or unfit people in the ads.

The Prepsheet asks students what they don’t see in cigarette ads. Some answers are: smoke, ashes, ash trays, people inhaling, unhealthy or unattractive people, half-smoked cigarettes, cigarette butts — often no cigarettes are seen!

Fighting Fire with Fire

Once students have been informed of the techniques used by tobacco advertisers, they will be less susceptible to them. Now they will use the same methods to create their own advertisements for *not* smoking.

Suggest to the class that they put up their finished posters in a place where the rest of the school can see them.

Supplemental Activities

Community Posters (see page 20)

Anti-Smoking Commercial (see page 20)

Preparation

- Cut out several magazine ads of your own to help illustrate parts of the lesson (as well as for students who forgot to bring theirs). Try to get a broad representation by choosing from a variety of publications
- Each student should bring several ads cut out from magazines, and a completed **Lesson 5** Prepsheet
- Bring art and craft materials for the poster-making
- Make enough copies of **Lesson 6** Prepsheets A and B to hand out at the end of class

Method

1. Tobacco Advertising

Group Activity, 15 minutes

Together with the class, briefly go through the questions on the Prepsheet using one of your ads. The sort of messages you are looking for are “smokers are glamorous”, “smoking is fun”, etc. Direct their attention to the hidden messages like “smoking is healthy”, as well as the obvious ones like “Brand X tastes better”. How are these hidden messages conveyed?

Students in each group pool their ads and discuss them. One member of each group writes down the messages that the group finds in the ads.

Now write the headings “TASTE”, “LESS HEALTH RISK”, and “IMAGE” on the board. Have each group read out the messages that they identified, and decide under which heading they belong.

Ask the class to identify whom they think each of these messages is aimed at. What sort of person would respond positively to them? Are any ads aimed at special groups?

If the class has not noticed, point out that many ads are now aimed specifically at young women, whereas in the past they were targeted almost exclusively at men. This new direction in advertising started about 1975. Since then the number of women taking up the habit has increased to the point where there are now actually more smokers among young women than among young men.

Ask if the class has found ads aimed at young people who are deciding whether or not to smoke. Were any groups omitted in the cigarette ads — that is, groups who do not appear to be targets of cigarette advertisers? Old people? People of different races? Why?

2. Fighting Fire with Fire

Group Activity, 22 minutes

Tell groups that they are going to make anti-smoking posters to put up in the school. Each member could work on his or her own poster, or the group could collaborate and produce one big one, or pair off and make two or three. They can use pictures or slogans from existing ads, or they can create their own posters from scratch.

3. Assignment

Teacher, 3 minutes

Hand out **Lesson 6** Prepsheets A and B. Describe the assignment briefly, and ask students to complete the questions for the next class.

Lesson 6: Smoking and Others

Objectives

Students will be able to:

- list the smoking by-laws for their communities
- list the pros and cons of typical community by-laws governing smoking behaviour
- participate in a recap of the program
- share what they have learned with others in their school

Background

Lesson 6 lets kids see how smoking affects other people. The lesson helps them to realize that they can help others remain non-smokers.

Smoking and Others

Smokers have a real effect on everybody around them — from close friends and family, to people who share the air with them in public places.

On the **Lesson 1** Prepsheet, the effects of smoking on the unborn were noted briefly. You may wish to review these effects with your class. Also, recent studies have shown that non-smoking spouses of long-time smokers are more likely to develop lung cancer than non-smoking spouses of non-smokers.

Since 1985, some communities have taken part in a “smoke-free spaces” program in which public places such as schools and hospitals have declared themselves smoke-free. No-one is permitted to smoke in smoke-free buildings — staff and visitors included. Some workplaces have restricted smoking to certain designated areas.

The Canadian Pharmaceutical Association encourages its members to participate in a preventive program to work towards a new generation of non-smokers. Growing numbers of pharmacists across Canada are voluntarily providing information on the health hazards of smoking, and in some cases are removing cigarettes completely from their shelves.

If smoking is a big issue in your community, you may want to spend more time on community by-laws, and have the students look into them in more detail. You might suggest they call the office of the mayor, or a civic representative.

Positive Peer-support

This activity serves a two-fold purpose. Kids are given a review of the program, and a chance to offer support to peers outside of their class who may also be feeling pressure to smoke.

Emphasize the importance of positive, caring support for friends trying to overcome pressures to smoke, and for a friend or relative trying to quit.

For the review, write in advance on four flipchart sheets or large pieces of bristol board, the headings:

- REASONS PEOPLE START TO SMOKE
- CONSEQUENCES OF SMOKING: HEALTH AND SOCIAL
- WAYS TO DEAL WITH PRESSURE TO SMOKE and
- HELPING FRIENDS TO BE NON-SMOKERS.

Students’ answers to the questions on the Factsheet can be put on index cards or pieces of paper, and glued to the bristol board. They may want to use them with the posters from the previous lesson in a display which can be put on view for the rest of the school.

Statement of Intention

The statement of intention has a dual purpose. First, it makes the kids think about their *own* reasons for not smoking. If they are already experimenting, they can think about reasons to quit, and so will, it is hoped, not become regular smokers. Second, the statement provides a further incentive to stick with their decision.

If a student is uncomfortable about reading a statement, don’t force the issue. Ask if he or she would like to post the statement with everyone else anyway. You can display them in the class, or include them with the posters and review sheets.

Supplemental Activities

Community Involvement (see page 20)

Preparation

- Find out what smoking by-laws exist in your community
- Students should bring in copies of completed **Lesson 6** Prepsheets A and B

Method

1. Smoking and Others

Class Discussion, 15 minutes

Point out to the class that a smoker is not just affecting his or her own health by smoking. Smoking has an effect on other people as well. Smokers affect members of their families. A pregnant smoker affects her unborn child. And in public places such as theatres, elevators or airplanes, smokers force everyone around them to breathe smoke.

Take up the exercise on the Prepsheets by having students offer the pros and cons of a few of the by-laws. Ask if anyone knows about the by-laws in their community. What are they? Make sure all the community by-laws are covered; list them yourself if necessary. Ask students if they are strict enough, or too strict. What about other areas such as hospitals or schools? Should there be laws about these places as well?

2. Positive Peer-support

Group Activity, 15 minutes

Explain to the class that as well as protecting non-smokers from the harmful effects of second-hand smoke, community by-laws are helpful in that they support a person's decision not to smoke.

Point out that friends can also provide support for a non-smoker. Remind them about the supportive role that some group members played during the skits.

Explain that the purpose of this next activity is to offer support to other students in the school who may be struggling with a decision about smoking. Together, the groups will prepare review sheets based on what they've learned in the lessons. These, along with their posters, will be put on display for the rest of the school.

Now display your prepared sheets. Pass out to group-leaders enough index cards or pieces of paper so that each member gets five — four for this activity and one for activity 3. In their groups, the group-leaders read out, one at a time, the questions at the bottom of **Lesson 6** Prepsheet B. Using one card for each question, each group member writes the question number on the back of his or her card, and *one* answer to the question on the front.

After all of the groups have completed the questions, collect the cards and glue them onto the appropriate review sheet, or instruct group-leaders to do so. Have the class decide where they want to display their information sheets and posters.

3. Statement of Intention

Class Activity, 10 minutes

Explain that one thing they have learned in the lessons is that each person has a special reason for doing what he or she does. There are obviously many reasons to be a non-smoker. On their remaining card, have the class write the following: "I don't want to become a regular smoker because . . .". Give them a few minutes to complete the sentence with *their* special reason.

Then, starting with the group leaders, have each student read their sentence for the rest of the class. Collect the cards and include them as part of the display on non-smoking along with the posters and review sheets.

If this is your last lesson, congratulate the class (and yourself) on a job well done!

Lesson 7: Staying a Non-Smoker

(Optional)

Objectives

Students will be able to:

- identify barriers to sticking to a decision once it has been made
- list ways that can help people stick to their decisions

Background

This lesson shows students that in order to stick to their decisions they have to be prepared for difficulties, and they have to keep focused on their goals. Just because you know what you want to do, that doesn't mean it's going to be easy.

You can relate this lesson to whatever model for decision-making you may have taught to the class already.

In the first Prepsheet story, Pandora wants to keep her promise and not open the box. But her curiosity gets the better of her, and she loses sight of her original goal. Clearly, *not* doing something — especially something that you're curious about — can be a lot more difficult than *doing* it. You have to keep your goal in mind at all times.

The second story offers a slightly different perspective. The protagonist has decided to be a good student, but is going to start tomorrow. Goofing off just once won't make any difference — just like trying only one cigarette won't make anyone a smoker. But it opens the door — it's the first link in the chain. When you say yes to one cigarette, you could be saying yes to smoking.

In the third story, we see how not keeping your goal in mind can turn minor setbacks into defeat. Some kids might feel that once they've tried a few cigarettes, they don't count as non-smokers anymore, so they might as well admit they're smokers and behave accordingly.

Focusing on Your Goals

The most important technique for sticking to decisions is to keep your goals in mind. Also, you have to be prepared to avoid or cope with difficult situations. Relate this idea of being prepared to the role-plays which students conducted in **Lesson 4**. Also, it's a good idea to reward yourself every time you act on your decision. Smile, and notice how great it feels to be true to yourself, even under pressure.

Preparation

- Hand out copies of **Lesson 7** Prepsheet the day before the lesson. Tell students to read it and give some thought to the ideas on it
- Students should bring copies of **Lesson 7** Prepsheet

Method

1. Introduction

Teacher, 10 minutes

Tell students that when you set a goal and make a decision based on that goal, sticking to your decisions can sometimes be very difficult. You have to be prepared for difficulties, and have to stand by your goal when they arise.

Ask students to define the three kinds of pressure. Where can each of these kinds of pressure come from?

Ask students to remember the triple bind of cigarette addiction (physical addiction to nicotine, the habit of smoking, and the trigger of associated behaviour). Remind them that 9 out of 10 smokers would like to quit if they could. As hard as it may be to stick to the decision not to start smoking, it is even harder to quit once you have started.

2. Focusing on Your Goals

Group Activity, 15 minutes

Ask students to form groups and discuss the three stories on the **Lesson 7** Prepsheet. A member of the group should record the group's consensus (or differing views) in response to the questions on each story.

Once they are finished, they should think up and list different ideas that might help the people in the stories deal with their problems.

3. Focusing on Your Goals (cont'd)

Class Discussion, 15 minutes

Reconvene the class. Ask each group to report on the answer to the questions for each story. As ideas come up for helping people stick to their decisions, write them on the board, and ask the class what they think of each idea. Would it work? Why or why not?

Lesson 8: Consolidation

(Optional)

Objectives

Students will be able to:

- describe situations in which they have experienced pressure to smoke
- demonstrate in a simulated situation of pressure that they are able to comfortably refuse the offer of a cigarette
- provide feedback on how they feel about the PAL program

Background

Lesson 8 lets students review their ideas on smoking, and share their feedback on the program and on the smoking issue.

If you have access to a video recorder and camera, you can have a lot of fun with this lesson. You will need to eliminate **Part 1** to allow for enough time to get the most out of it.

Be sure to set up your equipment and test it *before* the class starts.

Role-playing

Without video equipment, students role-play in their groups. But if you do have equipment, the class should spend 10 minutes in their groups rehearsing and then 25 minutes performing and playing back.

Preparation

- Hand out copies of **Lesson 8** Prepsheets A and B a few days before the lesson. Ask students to read them and fill them out
- Students should bring their copies of the **Lesson 8** Prepsheets

Method**1. Discussion**

Group Activity, 10 minutes

If you are working with video equipment, omit this part.

Have the group-leader ask the group each question on the Prepsheet, encouraging members to recount their own experiences for the group.

2. Group Role-playing

Group Activity, 25 minutes

If you are working with video equipment, expand this part to 35 minutes and make it a class activity.

Students conduct short role-plays within their groups that allow them to practise saying “no thanks” under pressure to smoke. These should be based on the most difficult situations they encountered during the past few months.

3. Evaluating the PAL Program

Class Discussion, 5 minutes

Ask students what they think of the content of the program? Was it good? Was it bad? Did they learn anything? Have they changed their attitudes about smoking? How?

Did they like working in groups? What about role playing?

If it were up to them, would they recommend PAL for the next grade 6 class? Why or why not?

Community Resources

The best way to fight the health hazards of smoking is prevention. That's the primary objective of the PAL program. Statistics show that if we can help kids resist smoking until the age of 20, they will probably remain non-smokers for the rest of their lives.

The PAL Smoking Prevention Program is one way to help. But it's not the only way. Through *Break Free* — the youth theme of the National Program to Reduce Smoking — people across Canada are working to break the smoking cycle, and to create an environment in which our children can grow up free of the smoking habit. Communities are passing stricter by-laws banning smoking from public places. Departments of Health and voluntary and professional organizations are collaborating to develop prevention and cessation programs that can complement a classroom approach. A reinforcing, healthy environment and supporting services, together with good classroom instruction can help us achieve a new generation of non-smokers.

As a teacher who is implementing PAL, you are contributing to this effort. There are many resources to help you.

Individuals and organizations in your community who may be able to provide pamphlets, films, or information on complementary programs include:

- your school nurse
- your provincial health department
- your doctor or health clinic
- provincial Interagency Council on Smoking and Health
- your provincial/local
 - Cancer Society
 - Heart Foundation
 - Lung Association
 - Home and School or Parent-Teacher Association
 - Public Health Association
 - medical, dental, nursing, and pharmaceutical associations
- regional office of the Health Promotion Directorate, Health and Welfare Canada

All of these resources are available to you. In one way or another, they all support your efforts, and they will thank you for supporting theirs. (See page 8 for more details on some programs.)

For informative reviews of films on various aspects of tobacco and other addictions, read PROJECTIONS, a regular publication of the Addiction Research Foundation. For information about how to obtain PROJECTIONS, contact:

Francisco Jorge
Marketing Department
Addiction Research Foundation
33 Russell Street
Toronto, Ontario
M5S 2S1

Any comments or suggestions that you may have for PAL are welcome. Write to the following address:

PAL
Health Promotion Directorate
Health and Welfare Canada
4th Floor, Jeanne Mance Building
Tunney's Pasture
Ottawa, Ontario
K1A 1B4

“ . . . well designed . . . enjoyable and well-received ”

Teacher
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“ . . . superb organization and well-prepared resource materials . . . high degree of involvement of virtually every student ”

Teacher
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“Using the PAL program, I cannot treat my students as passive objects into whom knowledge must be poured. Instead I become ‘less the sage on the stage, and more the guide on the side’. The students become more active decision-makers in the classroom.”

Teacher
Lethbridge, Alberta

“The lesson plans were very well-structured, featuring realistic time allotments, workable small group sessions, and a variety of hands-on student activities. The lessons guided them into changing their ideas about smoking and smokers.”

Teacher
St. John's, Newfoundland

“We believe that schools help educate the next generation to be smoke-free by preventing smoking, and PAL's step-by-step lesson plans are an excellent resource for teachers of smoking prevention education. The PAL Program is especially effective because it actively involves parents of the pupils receiving the Program.”

Joy Bastness
President, 1984-86
The Canadian Home and School
and Parent-Teacher Federation

“PAL is an excellent program for Canadian schools. The Canadian School Trustees' Association recommends it to all school boards in the battle against smoking by students.”

C.H. Witney
Executive Director
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“I wish all our programs were so well put together. I would enjoy teaching it again.”

“Well-organized and easy to follow . . . ”

“Lessons were well-planned. I didn't have to have prior training or information to use the program.”

“Well-designed teaching units.”

“The teaching kit is set up in such a way that there is no need to do a great deal of preparation. The instructions are very simple to follow and the activities can be carried out in the classroom setting.”

Parent-Participation

We all know that what is taught in the classroom is not the *only* thing that influences students' smoking behaviour. The teacher's smoking status and that of family, friends and others have an effect. Advertising and availability of cigarettes are also influential.

The support of interested parents can add substantial impact to your efforts. There are two levels on which their cooperation can be solicited. In this package there is a master copy of a brochure entitled **The PAL Smoking Prevention Program**. It informs parents of the existence of the program, and gives them a rough idea of the content. It can be photocopied to send home.

Another method of taking advantage of parental support is through parents' meetings. The Canadian Home and School and Parent-Teacher Federation has identified smoking prevention as a priority concern. Through their provincial affiliates, local associations have access to information to help them run a workshop on the smoking issue. The workshop is designed to support the teaching of PAL, and to help parents deal at home with the question of smoking.

Break Free

The PAL Smoking Prevention Program is part of Canada's nation-wide *Break Free* campaign. *Break Free* is the youth theme of The National Program to Reduce Smoking, a collaborative effort involving provincial and federal governments, and professional and voluntary health organizations. These groups are working together on smoking prevention and cessation programs, to reduce smoking and to get young people through to adulthood free from the smoking habit.

By implementing the PAL program in your school, you are contributing to this effort. There are plenty of additional resources for help. Individuals and organizations in your community who may be able to provide complementary information or programs include:

- your school nurse
- your provincial health department
- your doctor or health clinic
- provincial Interagency Councils on Smoking and Health
- your provincial/local
 - Cancer Society
 - Heart Foundation
 - Lung Association
 - Home and School or Parent-Teacher Association
 - Public Health Association
 - medical, dental, nursing, and pharmaceutical associations
- regional offices of the Health Promotion Directorate, Health and Welfare Canada

All of these resources, in one way or another, can support your efforts, and they will thank you for supporting theirs.

Any comments or suggestions that you may have for PAL are welcome. Write to the following address:

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Cat. No. H39-101/1 1986L
ISBN 0 662 15089 9

CA1
HW 320
86P17

An Active Learning Approach to Attitudes,
Ideas and Life Skills for 11- to 13-Year-Olds

Program Information for Principals

The PAL Smoking Prevention Program

 A Peer-Assisted Learning Resource

The PAL Smoking Prevention Program

An Introduction for the Principal

An Introduction for the Principal

In spite of the gradual decline in the overall percentage of smokers, the number of Canadians who smoke is continually replenished by young starters. Smoking is seen by many kids as a sign of independence, of self-confidence, a symbol of being grown up. Twenty years ago, the average starting age for smokers was 16. **Today it is 12.** And the majority of these new starters are young women.

The primary goal of the PAL program is to give young people the knowledge and skills to resist pressure to smoke. If we can help them avoid smoking until age 20, chances are they will remain non-smokers for the rest of their lives.



What is PAL?

The PAL Smoking Prevention Program is a series of lessons modelled on several similar programs in Canada and the United States. PAL has been field-tested in schools across Canada. Comments and recommendations arising from the field tests have now been incorporated; the revised program reflects suggestions from teachers, principals, students, and field evaluators.

PAL stands for Peer-Assisted Learning. Students form small discussion groups of four to six participants in which they remain throughout the PAL lessons. The group acts as a reinforcement for the student — a base from which feelings and attitudes can be examined safely and objectively. Students can express their ideas in a relaxed, open atmosphere.

PAL also stands for Personalized Active Learning. Kids don't need to be *told* why smoking is dangerous. Through a little thought, discussion, and their own research, they can discover plenty of reasons not to smoke — reasons that are meaningful to them.

Most important, the PAL methodology is effective. Field tests found that students who received the PAL program as designed were less likely to start smoking than those who did not. Through PAL, students can establish positive ideas and attitudes that can help them resist pressures to smoke.

The development and practice of effective techniques for refusal are key elements of PAL. Studies have shown that when students have an opportunity to practise saying "no thanks" to a cigarette, they are much better prepared to cope with peer pressure to smoke.

The program is designed to be used in grade 6, when social pressures to smoke begin to have an increasing impact on students. Similar programs have shown that the approach used in PAL works best with groups in which the prevalence of smokers (defined as those who smoke at least once a week) has reached four to eight per cent. In any given school these rates may be more applicable to grade 7 or grade 8. PAL is suitable for these grades as well.

To help you determine which grade to choose there is a **Smoking Survey** included in the PAL Teacher's Kit. You can administer the survey to all three grades to find out the exact percentage of smoking prevalence in each.

The PAL Program can also be used in split classes of more than one grade. It is not suitable for students younger than grade 6 or older than grade 8.

Why PAL?

No previous experience in education on smoking prevention is required to implement the PAL Smoking Prevention Program. Complete, detailed lesson-plans are provided. Teachers' preparation time is kept to a minimum.

The traditional approach to smoking prevention has been primarily to focus on facts about the hazards of smoking. But most kids already know that smoking is hazardous, and many start smoking anyway. Obviously, knowing how dangerous smoking can be is not enough.

PAL takes a different approach. It encourages students to look at the *immediate* effects of smoking, effects that have a direct impact on their lives now. Acquiring an addiction that will cost you nearly all of your weekly allowance has much more meaning to a young person than a possible heart attack 40 years down the road.

The PAL Smoking Prevention Program is not intended to exclude other methods of smoking prevention. In fact, it works best as part of a comprehensive approach over a period of several years. Factual information on cancer, heart disease, emphysema and other diseases caused by tobacco should be available to help students make *informed* decisions about smoking.

By using PAL, you can help counteract the powerful peer pressure that may be affecting your students. They must make a firm and rational decision about smoking *now*, before they start.

Advantages of PAL

- Discussion with classmates helps students legitimize their own feelings
- Students can test their ideas in small groups
- No previous experience or specialized training in smoking education is required to teach with PAL
- Complete, detailed lesson-plans are provided
- Teachers' preparation time is kept to a minimum
- The PAL kit is completely self-contained: It can be re-used year after year without dependence on outside resources or the availability of replacement materials.

Summary of Lessons

Lesson 1: The Smoking Issue deals with immediate and cumulative effects of smoking. The purpose of this lesson is to get students to look at the issues and to find the most meaningful reasons for *then* not to smoke.

Lesson 2: Starting and Quitting focuses on the problem of addiction and the difficulty of quitting. The purpose of this lesson is to convey to students the seriousness of addiction.

Lesson 3: Social Pressures shows students how to analyze different kinds of pressure to smoke, focusing on peer pressure.

Lesson 4: Saying "No Thanks" provides opportunities for students to devise and practise, through role-playing, their own ways to resist pressure to smoke. The purpose of this lesson is to give students practice in saying "no" in a way that is comfortable for them.

Lesson 5: Tobacco Advertising expands the issue of pressure, this time concentrating on advertising. The purpose of this lesson is to create a more critical awareness of how smoking is presented and promoted.

Lesson 6: Smoking and Others deals with the effect of smoking on other people. The purpose of this lesson is to introduce an awareness of our ability to affect others with our actions, and to promote the concept of positive peer support for the non-smoker.

Lesson 7: Staying a Non-Smoker examines approaches to overcoming the difficulty of sticking with decisions. The purpose of this lesson is to encourage students to develop insight and techniques for acting on and reinforcing their decisions.

Lesson 8: Consolidation reviews the overall picture. Students discuss their own ideas and experiences relating to the smoking issue and to the PAL Program. The purpose of this lesson is to review and reinforce, to let students talk about their own experiences, and to consolidate ideas from previous lessons.

Summary of Master CopiesCAI
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-86871

"Wanna Smoke?"	An introduction to PAL for students
Prepsheet for Lesson 1:	Some immediate and long-term effects of smoking
Factsheet for Lesson 1:	Smoking myths and facts
Prepsheets for Lesson 2:	A, B, and C – Used by students to interview a smoker and a former smoker
Factsheets for Lesson 2:	A – Bar graphs for students' estimates of percentages of smokers B – Trigger stories C – Information on addiction and statistics on quitting
Prepsheet for Lesson 3:	Social pressure in the media
Factsheets for Lesson 3:	A – Cartoons illustrating different kinds of pressure to smoke B – Tips on role-playing
Prepsheet for Lesson 5:	Assignment on tobacco advertising
Prepsheets for Lesson 6:	A and B – Assignment on local smoking bylaws
Prepsheet for Lesson 7:	Worksheet and trigger stories on staying a non-smoker
Prepsheets for Lesson 8:	A and B – Worksheets on experiencing pressures to smoke
The PAL Smoking Prevention Program	Brochure for parents
Smoking Survey:	Used to measure the smoking behaviour of students participating in the PAL Program

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"WANNA SMOKE?"

If you really think about it, chances are you don't want to be a smoker for the rest of your life. But in the next few months you will have more and more chances to try smoking. You and your friends may already be under a lot of pressure to say yes when the opportunity comes.

That's what the program that your teacher is introducing to you today is all about. The idea behind this program is that you can make your own decisions about smoking, and take responsibility for your own health and happiness. You make your decision based on what's important to you — not just because someone else is telling you what to do.

Your class will be working in small discussion groups. Each group chooses a leader to represent it to the rest of the class, and to help guide discussions. You will also choose an alternate leader to fill in if your leader is absent.

There are six lessons in the program. Each lesson covers a different aspect of the smoking issue. You'll be discussing a whole range of issues — pressure from friends to smoke, how cigarette advertising affects us, what addiction means, and more.

Why group discussions?

Discussion in small groups lets everyone have a say. It lets you try out your ideas and know what your friends think, too. Everyone in the group can make a contribution. Don't be afraid to speak out!

Groups are formed at the beginning of the program, and remain the same throughout.

What does the group-leader do?

The leader's job is to make sure that everyone gets a chance to contribute, and that the discussion doesn't get off the subject. The leader should also keep track of time during your discussions to make sure that the group can fit everything in.

What if I smoke?

If you smoke, there's no need to feel that you should hide it. The program lets everyone make an important contribution. Whether you are a smoker or a non-smoker, you have valuable experience to share with your classmates.

Some Useful Hints

- There isn't very much homework, and it isn't very hard. In fact, you'll probably have a lot of fun doing it. But it is very important.
- Discussion groups always mean more noise than usual in your classroom. Work at keeping the noise down.
- Make sure that nobody gets left out in discussions. If someone is being quiet, ask them what they think. Maybe they have something to say, but are just too shy to come out with it.
- One group member should take notes during discussions. These notes are useful when the time comes to present the group's ideas to the whole class.
- Try not to let discussions get off track, or get too caught up in details. The best way to get back on track is to ask yourself, "how does this relate to what we were talking about before?"
- Don't interrupt one another.
- Try not to talk too much and take over the discussion. If this is happening, the group-leader should try to shift focus by asking a direct question of one of the other group members.
- The key to a successful group is *cooperation*. Cooperate with the teacher, with the leader, and above all, with each other.

Lesson 1 Prepsheet

The Smoking Issue

Immediate health effects of smoking

Here's what happens after just one puff on a cigarette:

- faster heart rate
- higher blood pressure
- faster breathing
- deposit of tar (a sticky, dark brown substance) in lungs

- drop in skin temperature (especially in fingers)
- buildup of carbon monoxide (a poisonous gas) in the blood
- first-time smokers may feel dizzy, sick to their stomachs, or get diarrhea

Long-term health effects of smoking (effects that build up over time)

Here's what can happen to people who smoke regularly:

- In one year nearly 100 g of tar is deposited in the lungs of a pack-a-day smoker.
- Most of this tar in the lungs must be coughed up in phlegm. Most regular smokers develop a morning cough.
- Tar is known to cause cancer. Smokers have a greater chance of getting cancer of the lungs, throat, mouth, voicebox, and stomach.
- Smokers have a greater risk of heart disease — the leading cause of death in Canada.
- Smoking causes narrowed blood vessels, so smokers have poorer blood circulation, and greater risk of stroke.
- Regular smoking causes shortness of breath. Physical strength and endurance are reduced.
- Smokers get sick more often and for longer periods of time. They tend to get more coughs and colds.

- Smokers heal less quickly, because their circulation is poorer and their vitamin C levels are lower. Vitamin C is essential to healing wounds.
- Smokers are more likely to get lung diseases such as chronic bronchitis (inflamed, infected throat and lungs).
- Virtually all cases of emphysema are attributable to smoking. Emphysema is a fatal condition that exists when the lungs have been damaged beyond repair.
- A woman who smokes and takes birth control pills is six times more likely to die than a pill-user who doesn't smoke.
- Babies of mothers who smoke during pregnancy tend to be less healthy than babies of non-smoking mothers — they tend to be smaller, have more difficult births, have a higher infant death rate, and are more likely to be hyperactive.

Lesson 1 Factsheet

The Smoking Issue

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Smoking Myths and Facts:

Smoking relaxes you — False. Smokers may feel relaxed, but just one puff on a cigarette increases heart rate, breathing rate, muscle tension and blood pressure — exactly the opposite of relaxing.

Menthol cigarettes are good for a cold — False. *No* cigarette is *ever* good for you, especially when you have a cold.

Menthol cigarettes are less dangerous to health — False. Some people think menthol cigarettes are milder or healthier because the menthol flavour hides the bitter tobacco taste. But menthol cigarettes can be just as strong, and just as harmful for you, as regular cigarettes.

Low-tar or mild cigarettes are better for you — Partly true. They may not be as *bad* for you, but that doesn't mean they're good. Many people who switch to low-tar cigarettes end up smoking more — so they're really no better off than before.

You can try smoking for a while, and just quit when you feel yourself becoming addicted — False. When you feel you are getting addicted, you are addicted. It's too late. And it's going to be very difficult to quit.

Smoking is a sign of self-confidence — False. Smoking, like constant overeating or nail biting, is largely a nervous habit. How can a nervous habit be considered a sign of self-confidence?

Smoking is a sign of freedom — False. Nine out of ten smokers are addicted to cigarettes. This means that they are *not* free. It's very difficult to quit smoking. It's much easier not to start.

Smoking helps you stay slim — False. Some people temporarily gain weight (about 1 or 2 kg on the average) when they quit smoking. But starting smoking will *not* make you thinner. And never smoking will *not* make you fatter.

What's in a cigarette?

Not just tobacco. Cigarettes also contain flavourings to mask the bitter tobacco taste, and chemicals to make them burn faster. Believe it or not, most cigarettes even contain sugar. But tobacco companies don't have to list cigarette ingredients on their packages. And nobody knows for sure whether inhaling these substances is safe.



Health and Welfare
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The PAL Smoking Prevention Program

Over the next few months and years, your child will probably experience more and more opportunities to try smoking. Many young people see smoking as a symbol of being grown-up — a sign of independence and self-confidence. Twenty years ago, the average starting age of the young smoker was 16. Today it is 12.

This year, your child will be participating in the PAL Smoking Prevention Program at school. This program is designed to provide information and skills to help young people resist becoming smokers, and it encourages them to feel happy with their decision not to smoke.

Over the past 20 years, the proportion of Canadians who smoke has gone down. The proportion of teens who smoke has also gone down, although not as much. We know that if a young person can resist smoking until the age of 20, that person will probably remain a non-smoker. But if they start smoking now, chances are they will remain smokers for a large part of their lives.

Once a person has started smoking, it is very hard to quit. So the key to fighting the health hazards of smoking is *prevention*.

Why PAL?

Telling children about the long-term health risks of smoking doesn't really have much of an effect on whether or not they decide to smoke. Young people aren't usually concerned about things they see as being far off in an uncertain future. They also don't understand how hard it is to quit smoking.

Although long-term health risks are covered, students in the PAL Program find their *own* reasons for not smoking. They also develop and practise their own ways of saying "no" to pressure. Studies have shown that when students have an opportunity to practise saying "no thanks" to a cigarette, they're much better prepared to cope with that situation in real life.

What exactly will your child be learning?

Each of the lessons in the PAL Program covers a different aspect of the smoking issue. Students will discuss a whole range of issues, including social pressure to smoke, how cigarette advertising affects people, what addiction means.

Through PAL, students can learn to recognize and deal with many of the pressures to smoke that are particularly influential at this age.

What can you do to help?

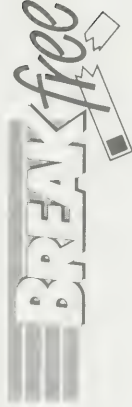
If you are a smoker, your child is twice as likely to start smoking as the child of a non-smoker. If you don't want your child to smoke, the best thing you can do is quit.

But if you can't quit, or don't want to, it helps if you sit down with your child and explain why. Tell your child exactly where you stand on smoking.

Whether you're a smoker, a non-smoker, or a former smoker, educate yourself about smoking. What kind of pressures is your child experiencing? What are the short- and long-term effects of smoking? Why do people smoke? Why is it so hard to quit? Find out the answers to these questions. There are many sources of reliable, free information: your doctor, your public health nurse or your health clinic, your province's health department, Health and Welfare Canada and provincial/local offices of the Cancer Society, the Heart Foundation, the Lung Association, Interagency Council on Smoking and Health, and Home and School or Parent-Teacher Association.

PAL is part of *Break Free* — the youth theme of the National Program to Reduce Smoking. The National Program is a collaborative effort in smoking prevention and cessation undertaken by the federal and provincial departments of health, and professional and voluntary health organizations.

Break Free towards a new generation of non-smokers.



Lesson 2 Prepsheet A

Starting and Quitting

Choose *adults* for your interviews.

Interview with a Regular Smoker:

A regular smoker is a person who smokes every day.

1. How many years have you smoked? _____

2. How old were you when you had your first cigarette?

3. Why did you smoke your first cigarette?

4. When you had that first cigarette, did you intend to become a regular smoker?

5. Why did you start smoking regularly?

6. During what activities do you like to smoke? (for example, talking on the phone or just after a meal)

7. How do you know when you want to smoke a cigarette?

8. Do you want to quit? _____

a. What reason(s) do you have for quitting?

b. Have you ever really made an effort to quit?

c. If yes, how many times? _____

d. How? _____

e. Why didn't it work? _____



Lesson 2 Prepsheet B

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f. When you started, did you think it would be hard to quit?

9. On the average, how many cigarettes do you smoke a day?

10. How much does it usually cost you to buy cigarettes? (fill in the price for the quantity of cigarettes this person usually buys)

_____ per pack of 20

_____ per pack of 25

_____ per carton of 200

other: cost _____ quantity _____

Do the following calculations:

Divide the cost for a pack by the quantity, to get the cost of one cigarette.

_____ / _____ = _____ = Cost of one cigarette
(cost) (quantity)

Multiply the answer by the number of cigarettes smoked per day.

_____ × _____ = _____ = Cost per day.

Multiply this by seven to get the cost per week.

_____ × 7 = _____ = Cost per week.

Multiply this by fifty-two to get the cost per year.

_____ × 52 = _____ = Cost per year.

11. Ask the person, "If you had this money all at once, what would you do with it?"

And if *you* had all this money, what would *you* do with it?

Lesson 2 Prepsheet C

CAI

HW 32

- 86 P 17

Interview with a Former Smoker:

A former smoker is an ex-regular smoker who has quit for at least one year.

1. How many years did you smoke? _____

2. How old were you when you had your first cigarette?

3. Why did you smoke your first cigarette?

4. When you had that first cigarette, did you intend to become a regular smoker?

5. Why did you start smoking regularly?

6. How many cigarettes did you smoke a day?

7. Why did you want to quit?

a. How many times did you try to quit before you succeeded?

b. Was it difficult? _____

8. How did you feel when you actually succeeded in quitting?

9. Are there still times when you feel like having a cigarette?

If yes, when? _____

Lesson 2 Factsheet A

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HW32a
8/6/17

How Many Smokers?

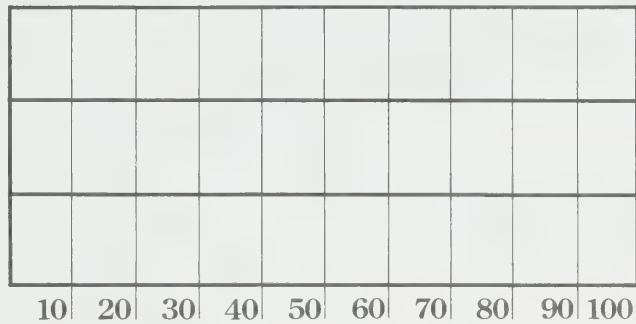
Name: _____

My Estimates

My Age

High School Age

Adult



% who smoke every week

percentage

_____ %

_____ %

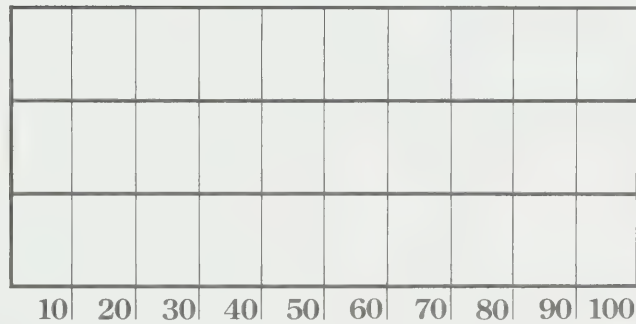
_____ %

Class Averages

My Age

High School Age

Adult



% who smoke every week

percentage

_____ %

_____ %

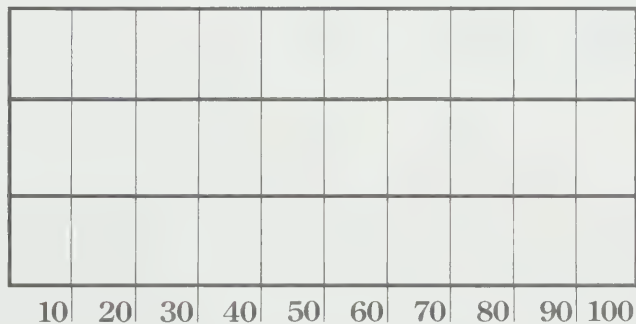
_____ %

The Real Percentage of Smokers

My Age

High School Age

Adult



% who smoke every week

percentage

_____ %

_____ %

_____ %

Lesson 2 Factsheet B

Trigger Stories

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1. Sue's family moved to a new town just before school started. Sue has made friends with Jody, who is in several of her classes. The two girls get along very well and one day after school Jody invites Sue to a party on Friday so that she can get to know the rest of her friends. Sue can hardly wait for Friday until Jody tells her that the party is going to be held at an old farmhouse near the edge of town. When Sue asks Jody why the party isn't held at her house, Jody replies, "Oh, because most of my friends smoke and my parents wouldn't really like me having them over." Sue realizes that she doesn't want to smoke at the party, but she doesn't want to lose Jody's friendship either. What should Sue do?

2. Susan and Paul have been noticing each other around the school for some time. One day they strike up a conversation. They're both pretty nervous. They decide to go out for a cold drink. When they get to the restaurant, Paul discovers that someone has left a whole pack of cigarettes on the table. He doesn't smoke, but he's trying so hard to impress Susan that he decides to light up anyway. Susan watches him lighting the match. She knows he's a non-smoker, and that he's just doing this to impress her. But she realizes that if he starts smoking in front of her now, he'll have to smoke every time they're together. She wishes she could just tell him to stop, but she doesn't want to embarrass him. What could she say or do?

3. Lynn arrives home from school and runs up to her room. After phoning a friend, Lynn tells her mother she's going to a show and then out for a hamburger with her friend, Kathy. Her mother becomes angry because Lynn did not ask first, and tells her she can't go. No matter how persistent Lynn is, her mother will not change her mind. Her mother finally agrees that tomorrow she may go to the arcade with Kathy instead, as long as she helps out around the house in the morning first. When Lynn phones Kathy to tell her the change of plans, Kathy agrees to meet Lynn at the arcade the next day. When they meet, Kathy says she knows the perfect way for Lynn to teach her mom that she's not a kid anymore, and pulls out a pack of cigarettes. What should Lynn do?

4. Jeannette and Karen are at a party together. They don't know too many of the people there. They stand near the refreshments, trying not to look nervous. Suddenly a couple of older guys come over and start a conversation. One of them offers Jeannette a cigarette. She starts to take one, then suddenly changes her mind and says "no thanks". The guy laughs, and says "What's the matter, think it'll stunt your growth?" Karen can see that he's only teasing, but she can also see that Jeannette is very embarrassed, and is about to reach and take the cigarette. What could Karen do to help Jeannette?

5. Sam and Davey are discussing who they will be taking to the dance on Friday night. Davey tells Sam that he'll be taking Lisa — a very popular cheerleader. Sam and Davey decide to meet at the dance with their dates and then get a pizza afterwards. At the pizza parlor Lisa pulls out a pack of cigarettes and asks Davey, "Here, have one". Sam looks at Davey who doesn't smoke. Davey says?

6. Mark and Rick know each other pretty well, but Jerry is new in town. Mark and Rick both smoke; Jerry doesn't. Mark offers Rick a cigarette. Then he hesitates, thinking "If I offer one to Jerry, that's pressuring him — and I know he doesn't smoke. But it might be rude to just ignore him. He might feel left out." What can Mark do? How about Rick?



Lesson 2 Factsheet C

CA1
HW 320
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Starting and Quitting

Cigarette smoking is addictive.

Addiction exists when the body becomes so used to the effects of a drug that it can only function normally if that drug is present. Tobacco contains a drug called nicotine. In large doses, it is very poisonous. In small doses, it is addictive. Without cigarettes, the smoker may get anxious, nervous, have trouble sleeping, or become sick. This is called *withdrawal*.

Smokers who are trying to quit don't just experience physical withdrawal. They also have to overcome the habit of smoking, and the constant reminders provided by daily activities they used to associate with smoking.

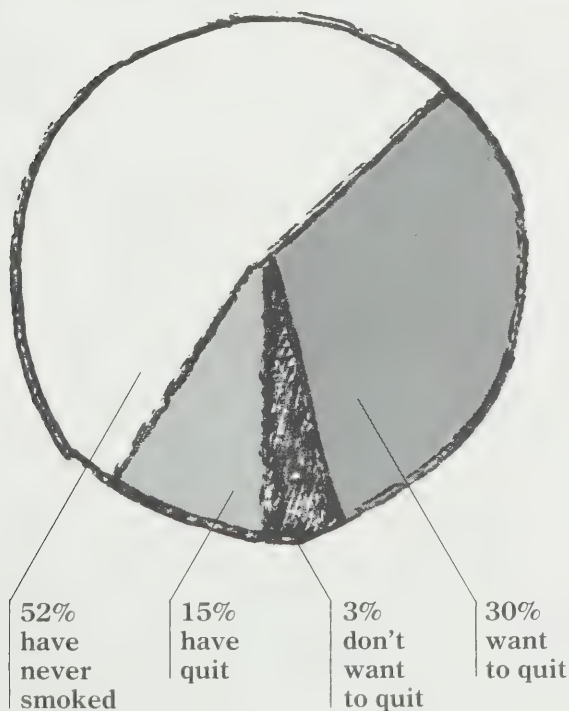
Statistics on Quitting

As many as 90% of regular smokers would like to quit it. Each year about a third of them try — unsuccessfully.

But a lot of people have made it. Today about 15% of Canadians are ex-smokers, 33% are smokers, and 52% never smoked.

If so many people want to quit, but can't, doesn't that say something about how they really feel about smoking, based on their own experience? Doesn't it say something about how hard it is to quit even when you know you should?

Who Smokes?*



*For all Canadians aged 15 and over

Lesson 3 Prepsheet

CA1
HW320
ESP17

Social Pressure in the Media

Smoking in the Media

Think of all the famous people that you see in magazines and newspapers, on TV, in movies, or on album covers. Write down the names of ten of these famous people that you admire the most. They could be actors, actresses, musicians, athletes, or even fictional characters.

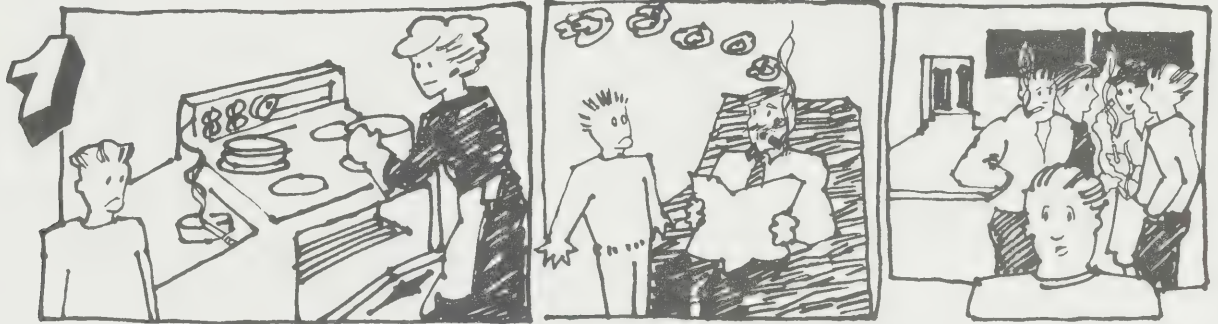
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

- Put a cross (x) beside the names of those you have seen smoking a cigarette.
- Put a checkmark (✓) beside the names of those that you have definitely *never* seen with a cigarette.
- Put a question mark (?) beside the names of those that you are not sure about.

Lesson 3 Factsheet A

Social Pressures

CA1
HW 230
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Lesson 3 Factsheet B

Saying "No Thanks"

You may already have made a decision not to smoke. But sometimes decisions are not enough. When you are faced with real pressure, it can be hard to carry out your decision. So it's useful to practise what you would like to say and how you would like to act in those real-life situations. That way, when they do come up, you can be prepared.

In Lesson 4 you will actually practise sticking to a decision not to smoke by doing something called role-playing. You'll get a chance to play the role of a person experiencing pressure to smoke, and you'll also practise your own way of saying "no thanks".

If your practice is realistic enough, you'll start to understand what to expect from a real situation — it won't take you by surprise. You'll know exactly how to react according to your goals — you won't have to hunt for the right words. You'll already have comfortable ways of saying "no thanks".

Preparing a Role-play

Find out from your group-leader what type of pressure your group is to role-play. Try to keep it a secret from the other groups, who will have to guess the type of pressure you are demonstrating.

Together, think up a situation where cigarettes might be available. Choose one or two persons to be smokers and one person to be experiencing the type of pressure your group is demonstrating. All other group members are to offer support to the non-smoker.

Not only can role-playing be helpful, it can be a lot of fun. Here are some tips on how to make your role-playing work:

- 1. Concentrate on your role:** While you are actually in the role-play, forget about the rest of the class. Concentrate only on your role and on the situation your group is creating. Pretend that you and your group are the only people in the room.
- 2. Use your body as well as your mouth:** Real-life conversations don't just involve words. People communicate with their bodies as well. The way they stand, and gesture, and their facial expressions all say a lot about what they think and feel. So use your whole body in the role-play. You could look your partner straight in the eye, or glance away. You could just turn and walk away, if it's appropriate. Remember, communicate with your whole body, not just with your mouth.
- 3. Know when to stop:** A role-play can't go on indefinitely. In this case they probably won't last more than a minute or two. Once you think you have played the role enough, just stop.

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Lesson 5 Prepsheet

CA1
HW 320
86 P17

Cigarettes and Advertising

Tobacco companies want you to start smoking. In fact, they spend about \$100 million in Canada every year trying to get you to do just that. If they could just get you to start, they would have a brand new customer — and you would probably end up paying them money every day for the rest of your life.

A lot of cigarette ads show pictures of people apparently enjoying cigarettes. The actors and models who appear in these ads (many of whom are really non-smokers) are supposed to look like the sort of people you would admire and want to imitate.

Find a couple of magazines and look through them for cigarette ads. Cut out four or five ads from different magazines to bring to class for the next lesson. Take a good look at each ad. Answer the following questions for your two favourite ads:

- Describe the picture used in the ad.

- What is the ad saying about cigarettes?

- What is it saying about people who smoke this brand of cigarette?

- What sort of person do you think this ad is aimed at?

- Could the picture in this ad also be used to sell non-smoking? If so, how?

- Take another close look at the ad. List five things you *don't* see in the picture, even though they would normally be there in real life (ash trays, for example). Why do you think these things were left out?

Lesson 6 Prepsheet A

CA1
HW 320
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Smoking and Others

Some people feel that smokers should have the right to smoke where and when they like. Others feel that smoking affects everybody around, since everyone has to breathe the smokey air — especially in a closed room.

It has been proven that breathing smoke from another person's cigarette (called "second-hand" smoke) does have an unhealthy effect. Every year there is more and more evidence to support this finding.

The following is a list of possible laws that would restrict smoking. Write down what you think would be the "pros" (advantages) and "cons" (disadvantages) of each by-law. Then indicate whether you feel it would be a good one for your community.

- No smoking in elevators.

PROS: _____

CONS: _____

GOOD OR BAD? (circle one)

- No smoking in the workplace except in designated areas.

PROS: _____

CONS: _____

GOOD OR BAD? (circle one)

- No smoking in stores, banks, theatres or other public places.

PROS: _____

CONS: _____

GOOD OR BAD? (circle one)



Lesson 6 Prepsheet B

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■ Restaurants must provide non-smoking sections.

PROS: _____

CONS: _____

GOOD OR BAD? (circle one)

■ No smoking in public transportation; i.e., buses, trains, planes.

PROS: _____

CONS: _____

GOOD OR BAD? (circle one)

Review Questions for Use in Lesson 6

Think about answers for these questions that you will be asked during Lesson 6.

1. What are the major reasons young people our age start smoking?
2. What are some immediate and long-term effects of smoking?
3. What are some ways to deal with pressure to smoke?
4. How can we help others to be non-smokers?

Lesson 7 Prepsheet

Staying a Non-Smoker

Read the three stories on this page, and then on a separate sheet of paper, answer the following questions about each:

Pandora's Box

Pandora was the first mortal woman. Her husband, Epimetheus, had warned her never to open a certain box that was in their house. Pandora promised faithfully not to do so. After some time, however, she became curious about what might be in that box. The box was out in plain view, and every day she would look at it and wonder. Finally, she decided to take a little peek. She opened the box a crack. Instantly, all the terrible ills that plague humanity — like Sickness, Jealousy, Insanity, and Greed — burst out and infested the world.

1. Why does Pandora promise not to look in the box?
2. Why does she fail to keep her promise?
3. What could she have done to help herself keep her promise?

Tomorrow is Always a Day Away

Let's say your marks have been slipping a bit this year. You really want to keep your marks up, but your problem is that you never seem to find the time to get all your homework done. So one day, you come home with a big stack of books, intending to study all evening. Once you get there, you discover that there's a really great movie on TV that night. Your thoughts go something like this: "I've wanted to see this movie for months, and it'll only be on once. I can study any time. So, I'll start tomorrow."

1. What is the goal of the person in the story?
2. How is the person trying to reach it?
3. Why isn't it working?
4. List some other, more effective ways to achieve the goal.
5. Why would these approaches work better?

1 + 1 = ...?

You're at a party. Someone offers you a cigarette. You hesitate — you've promised yourself not to start smoking, but you think, "One cigarette won't make me a smoker." So you accept it. A few days later you smoke another one. After a few weeks a pattern develops: every time you're offered a cigarette you accept it. "It's free so I might as well take it," you think. Or "I won't inhale, so it won't hurt me." Yet still you maintain that you're a non-smoker. Finally, one day you look at yourself. "I really am a smoker," you think. "I might as well smoke."

1. Does the person in the story want to smoke?
2. Does the person in the story want to be a smoker?
3. Is there a difference? If so, what?
4. Why did this person become a smoker?
5. How could this person have avoided becoming a smoker?

Lesson 8 Prepsheet A

CA1
HW 320
86P17

Influences to Smoke

■ **Indirect Pressure:** Seeing others smoke — friends, family, people on TV or in ads — creates indirect pressure. “If it’s okay for them, it must be okay for me.”

Have you ever felt indirect pressure to smoke?

If you have, describe the situation.

■ **Direct Pressure:** Being offered a cigarette or asked if you would like to smoke.

Have you ever experienced direct pressure to smoke?

If you have, describe the situation.

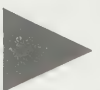
How did you feel?

What did you do?

■ **Insistent Pressure:** Being actively encouraged to smoke; or being teased, rejected, or criticized for not smoking.

Have you ever experienced insistent pressure to smoke?

If you have, describe the situation.



Lesson 8 Prepsheet B

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How did you feel? _____

How do you feel about them? _____

What did you do? _____

How can you counteract them? _____

- Have you become more aware of influences to smoke this year?

If you have, what sort of influences? _____

Which affect you most? _____

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Smoking Survey

This questionnaire is about smoking. Please answer all of the questions as well as you can. Be completely honest.

This survey is confidential. Do **not** put your name on this questionnaire. Your answers will be used only to determine how many students smoke, **not** who smokes.

Your teacher will calculate the percentages of regular smokers and let you know the results for your class.

Please use only a check mark (✓) or an "X" to mark your answers.

1. What grade are you in now?

Grade 5 _____

6 _____

7 _____

8 _____

2. Are you a:

Boy _____

Girl _____

3. What age did you turn on your last birthday?

9 _____

12 _____

10 _____

13 _____

11 _____

14 _____

4. Have you ever smoked?

(This means even one puff of one cigarette.)

Yes _____

No _____

5. Do you usually smoke every week?

Yes _____

No, I don't smoke that often _____

No, I have never smoked _____

No, I have quit smoking _____

Instructions for Teachers/Principals

Data from this survey are required for filling out the “The Real Percentage of Smokers” bar graph in preparation for Lesson 3.

Results may also be used to help determine the grade level for using PAL. Administer the survey to several grades in your school. The ideal level for using PAL is the grade at which the prevalence of regular smoking (i.e., at least once a week) is 4-8%.

Administering the Survey

The results of the survey will be most accurate if you can assure **all** students that their answers are confidential. Before you hand out the survey, let the students know that the information requested on the survey is confidential. They are **not** to put their names on the survey. They indicate their answers with a check mark or an “X”. The results will be used in one of the PAL lessons.

Hand out the survey and allow 3-5 minutes for the students to fill it out. Assign students to collect the surveys for you to help insure anonymity.

Calculating Smoking Prevalence

Questions 1-4 provide general information about the students. You may wish to use this information to look at differences in smoking prevalence between ages, or between boys and girls.

Question 5 provides the data you need for Lesson 3. Tabulate the number of students who answered “Yes” to this question and express it as a percentage of the total number of surveys completed. This percentage represents the prevalence of regular smoking (i.e., at least once a week) for your class. The figure should be around 4-8%. However, there is considerable variation from region to region. A figure of 10% or higher suggests that the PAL Program should be used with a lower grade in your school.



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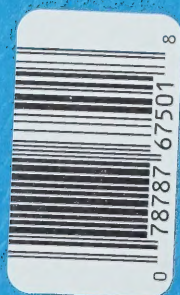
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